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ABSTRACT

This curriculum guide is designed for the Arabic language training of Peace Corps workers in Tunisia, and reflects daily communication needs in that context. An introductory section describes the materials' organization and competency-based approach, and lists the 28 specific competencies targeted and the constructions taught within each competency. Subsequent sections address the competencies individually, listing the lesson topic, competency, specific constructions (in Arabic) for the lesson in each language skill area (listening, speaking, reading, writing), vocabulary list, cultural notes, and additional references. Topics include greetings and introductions, self-identification, classroom communication, postal services, telephone use, shopping, food and restaurants, describing preferences, requesting directions, family and family life, seeking medical assistance, transportation, describing work, travel, obtaining needed papers, responding to incidents, housing, invitations, emergency assistance, clothing, appropriate response in political and religious discussions, health, kitchen utensils and cooking, responding to police identity checks, and bargaining. Brief notes on trainee evaluation are appended. (MSE)

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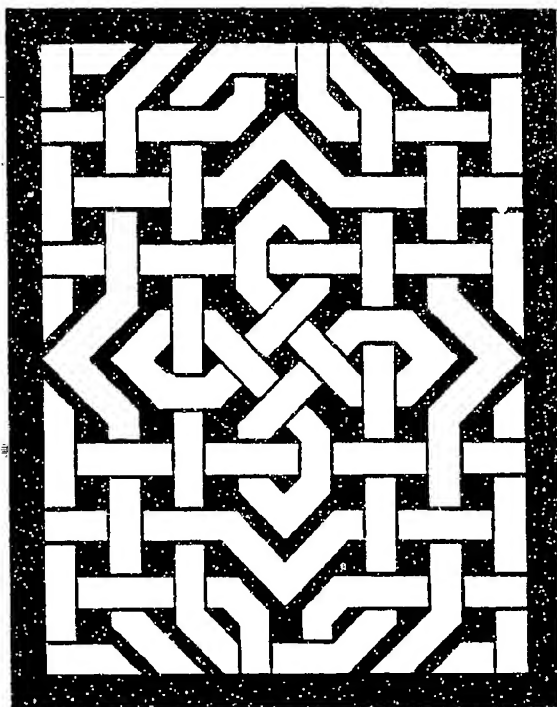
ED 402 755

PEACE CORPS
TUNISIA



COMPETENCY BASED LANGUAGE EDUCATION

CURRICULUM GUIDE



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TABLE OF CONTENTS

Introduction	i
Design rationale	ii-iii
List of competencies with their grammatical points	iv-vi
Competency # 1	1-4
Competency # 2	4-8
Competency # 3	9-12
Competency # 4	13-16
Competency # 5	17-20
Competency # 6	21-24
Competency # 7	25-28
Competency # 8	29-32
Competency # 9	33-36
Competency #10	37-40
Competency #11	41-44
Competency #12	45-48
Competency #13	49-52
Competency #14	53-56
Competency #15	57-60
Competency #16	61-64
Competency #17	65-68
Competency #18	69-72
Competency #19	73-76
Competency #20	77-80
Competency #21	81-84
Competency #22	85-88
Competency #23	89-92
Competency #24	93-96
Competency #25	97-100
Competency #26	101-104
Competency #27	105-108
Competency #28	109-112
Evaluation of Trainees' progress.....	113

INTRODUCTION

This Curriculum would not have seen the day without the great work atmosphere of Peace Corps Tunisia; I have been having a constant support from all Peace Corps staff, and especially our Country Director John E. Roberts to whom I would like to express my deep respect. I would like also to extend my sincere gratitude and respect to all Volunteers I worked with since Fall 1991, they have provided me with invaluable advice and feedback.

I should not forget Peace Corps instructors who have always been an excellent resource for me in reviewing and updating this Curriculum based on their observations of Volunteers' interactions, needs and interests.

Ridha Labidi who did not spare an effort to help finalize this curriculum, i.e. in copying, adjusting, binding and reduplicating merits a pat on the back.

To all those who contributed to this newly born reference I feel very indebted.

This curriculum is merely a blueprint: an educational plan. It gets its power from the teachers who shape and implement it and from the learners equally who act upon it. Needless to say that the more creative and experienced language teachers are, the more effective and successful this curriculum will be in achieving its desired goals. That is certainly competent Volunteers both in communication and culture of the target language.

The following Sections include a design rationale, a list of competencies and their correspondent grammatical points, as well as, single outlines of each competency.

DESIGN RATIONALE

It is true that learning a second/foreign language is not as easy as learning one's first language; learning a first language is considered by some people as part of one's natural growing. This does not mean, however, that adults can not learn or excel in learning a new language. What changes with age is how and where learning is performed.

Peace Corps' Prospective Volunteers represent a wide range of age, professional experiences and backgrounds. They also represent an enormous variety of educational experiences, including previous foreign language learning. This in itself facilitates the learning process because these learners are linguistically competent, i.e. they make comparisons and generalizations, in addition to being independent, which implies knowing exactly what they are supposed to learn and how to learn it. It is also of a great help to the instructor because adult learners will give input and make the class more active and teaching more fun.

Contrary to the positive points adult learners may bring to teaching, some of them may find difficulty in learning and this is due health reasons or personal ones. With hearing loss and visual acuity decline, understanding of words and production of new sounds become difficult. If one finds some difficulty adjusting to the new environment and/or thinks about one's relatives whom he/she left behind, this could become a hinder from learning the language too. Understanding the adult learner and adjusting to the learning environment are crucial to successful language learning. Needless to say that strategies and techniques of teaching should always be remembered. Techniques that do not match or fit with adult learners should not be taken wholeheartedly, i.e. those that rely on rote learning, speed, etc. . A long explanation about grammar or visual and auditory acuity should be avoided too. In contrast, techniques that facilitate and enhance learning should be reinforced, i.e. games (this should not turn, as a matter of fact, into a competition either), activities, role plays and experiential learning. It is no wonder that there is a big overlap between the characteristics of adult learning and the Competency-Based Approach.

The language program should respond to the language learning needs of a range of participants. The Competency-Based Approach has been

adopted in part because it seems well-suited to older learners. Rather than focusing on an arbitrary sequence of academic material (which might appeal most to recent college graduates), the Competency-Based curriculum puts the learners' real-life needs at the center of the program. For example, one of the participants may be an environmental engineer with over 20 years of professional experience and no previous foreign language study, and with a learning style that favors experimentation and participation rather than analysis and memorization. This participant would probably have less success in a program which emphasized grammar than in one which included roleplays and assignments in the community.

Competency-Based language teaching is flexible in terms of time, learning style and instructional techniques. Learners are not supposed to master all aspects of the language before starting practice, they are immersed and practice while learning. One point to remember is that there are no failures in a Competency-Based language classroom; learners have the possibility to practice a competency as aspects of the language are recurrent through the topics, visits and everyday practice. What counts most is what one says and not how to say it, as long as there is no break of communication.

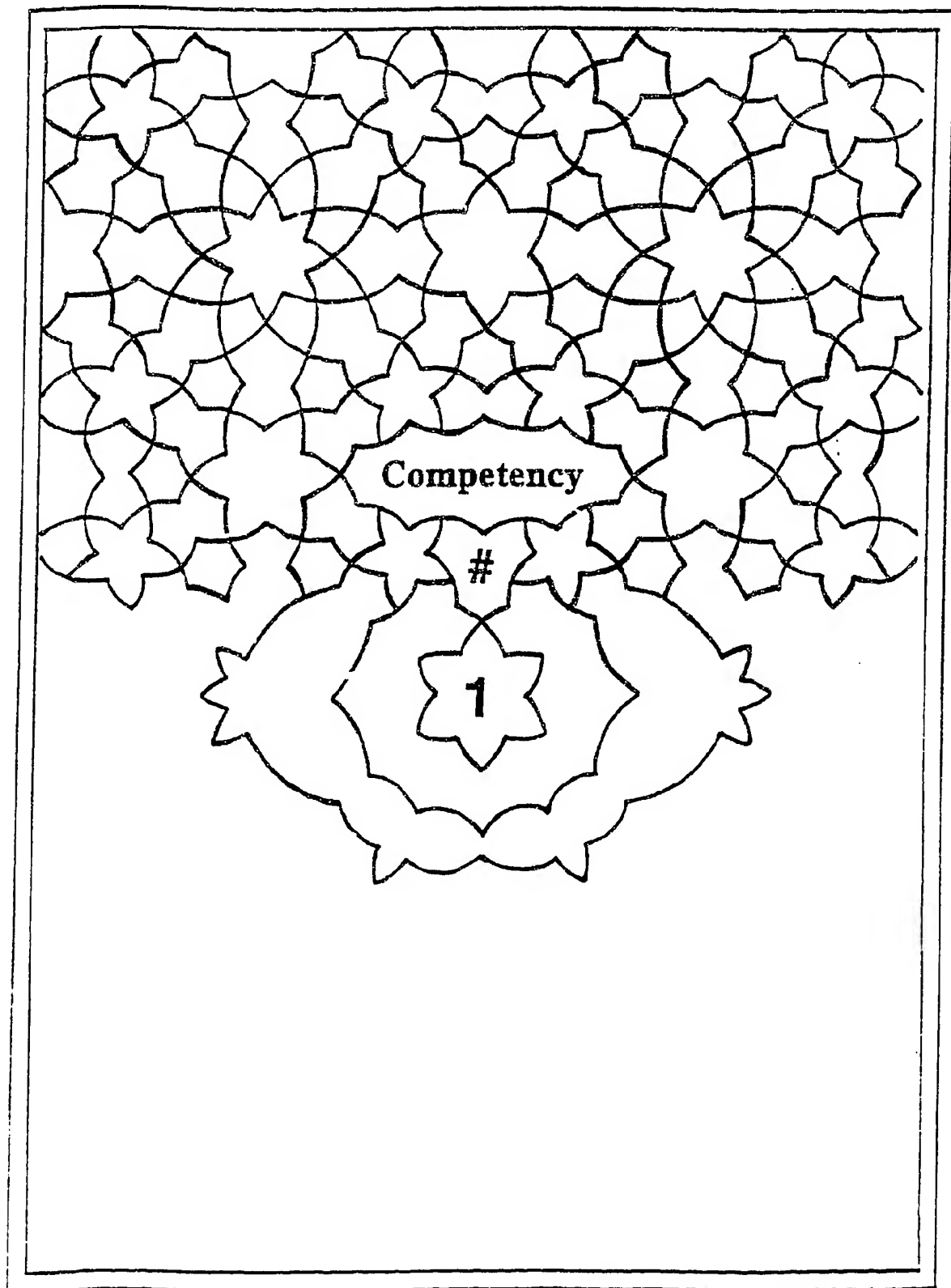
The following section will include the full list of competencies that emerged from a variety of needs assessment techniques and their correspondent grammatical points.

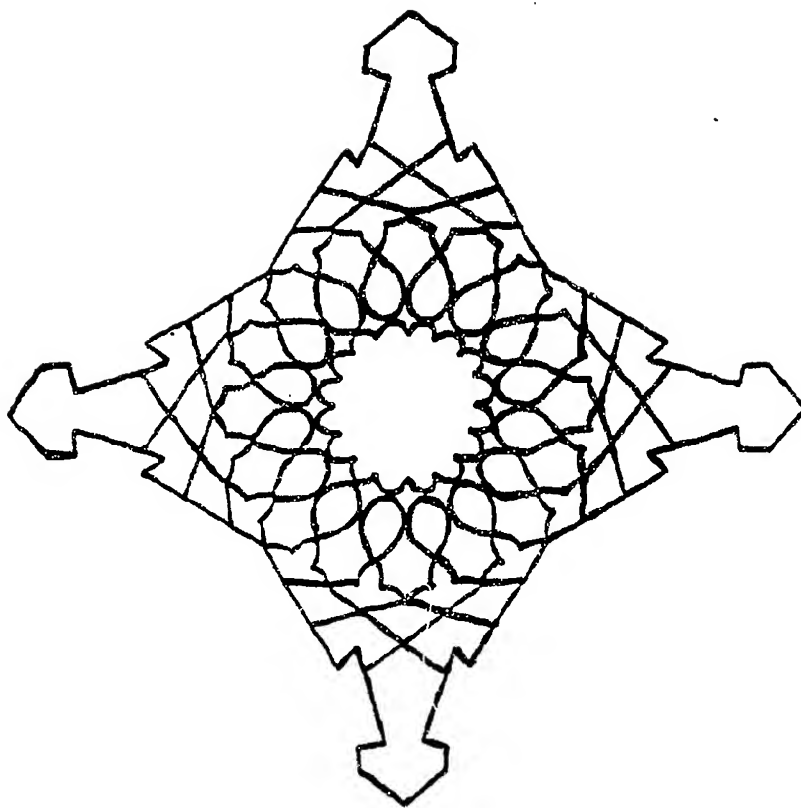
LANGUAGE COMPETENCIES AND THEIR CORRESPONDING GRAMMATICAL POINTS.

- **Exchange appropriate ritualistic greetings.**
- * Question words (ash, shnu).
- * Possessive pronouns (i/ya, (i)k, h/u ...).
- * Personal pronouns (ana, inti ...).
- **Identify self and others.**
- * Question words (mni:n, qadda:sh).
- * Declensions of Nouns and Adjectives (mas. & fem.).
- * Prepositions (min, l...).
- * The future.
- **Respond to classroom instructions.**
- * The imperative of some verbs (Hill, sakkir, a:qif, etc.).
- * The present tense.
- * The negative form of the verb.
- **Send and receive mail/telegrams.**
- * Declension of numerals (wa:Hid, waHda)
- * Conjunctions (walla).
- * Questions words (l wi:n, bqadda:sh).
- * Conjugation of all verbs given - in the imperative- followed with object pronouns.
- **Make local and long distance telephone calls.**
- * Conjugation of some verbs in the present (ya3mil, yHibb, yib3ath).
- * Declension of question words (shnu, shniya).
- **Purchase food and personal items.**
- * Use of the interrogative with no question words (yes/no questions).
- * The structure (I need).
- * Countables and non-countables (zi:t, 3dham, etc.).
- * Singular and plural of some nouns
- **Order food at a restaurant and order drinks at a café.**
- * Use of some adjectives and their opposites (sxu:n, ba:rid, ba:hi, xa:yib, etc.).
- * Some complex transitive verbs and their conjugation in the imperative (a3Ti:ni, ji:bli, zi:dni).
- * Review of the present with those verbs.
- **Describe Tunisian eating habits and characteristic foods.**
- * Concord between nouns and adjectives (feminine adjectives with feminine nouns, etc.).
- * Use of opinion expressions like (fi ra:yi).
- * Intensifiers and their position (placed before nouns and after adjectives).
- **Describe eating and drinking preferences.**
- * Use of the distributive (la ... la ...)
- * The comparative and the superlative.
- * Alternative questions (ama xi:r ... walla ...).
- **Ask for and follow directions.**
- * More question words (kifa:sh).
- * Relative pronouns (illi).
- * Preposition of location (wra, mqa:bil, etc.).

- **Exchange information about families.**
- * Declensions of irregular adjectives (fem. & mas.).
- * Conjugation of (ma za:l).
- * Negation of adjectives.
- **Describe Tunisian family life and relationships.**
- * Use of frequency adverbs (sa3a:t, di:m, etc.).
- * Use of the causal conjunction (3la xa:Tir).
- * Use of reflexive personal pronouns (waHdi, waHdu, etc.).
- **Seek medical advice and help.**
- * Introduction of the structure (qaddash 3andha.).
- * Use of the imperative and its plural.
- **Select means of transportation considering time, distance and availability.**
- * Use of *thamma* to mean there is.
- * Reviewing the comparative form.
- * Reviewing the future.
- **Describe Peace Corps mission in Tunisia.**
- * Introduction of the past tense (verbs of the first type).
- * The two different ways of using the dual (xubza/xubzti:n).
- **Design a travel plan to specific locations.**
- * Introduction of modal auxiliaries (ynajjim, yilzim, etc.).
- * The present tense of verbs related to time (yuxruj, yuSil, etc.).
- **Obtain a *carte de sejour*.**
- * Use of the demonstratives and their declension.
- * Use of *bash* meaning to/in order to.
- **Respond to "hassling" incidents.**
- * Conjugation of object pronouns after prepositions (m3aya, m3a:k, etc.).
- * The negative form of the verb to have.
- * Review of the imperative.
- **Describe housing preferences & purchase housing needs.**
- * Use of the expressions of need *naqisni* and *Hashiti*.
- * Introduction of the present progressive.
- * Use of some expressions of preference (maDa biyya).
- * The present form of the impersonal verb *yizzi* with all object pronouns.
- **Proffer/accept/decline invitations.**
- * Idiomatic expressions.
- * Introduction of the expression (hayya).
- * Review object pronouns and their connection to adverbs (baHDaya).
- **Request and get emergency help.**
- * The passive voice.
- * Introduction of the past tense (verbs of the second type).
- * Use of interjections like (ijri:w li).
- **Purchase clothing.**
- * More question words (bqaddash).
- * Use of the interronegative.
- * More verbs in the imperative form.
- * The plural of colors and some items of clothing.
- **Respond appropriately in political & religious discussions.**
- * Expressions like (xalli, niHtfadh b ra:yi/let alone, keep one's thoughts to oneself, etc.).
- * Use of expressions of wish (rabbi yahdi).
- * Review of the imperative combined with object pronouns.

- Describe common ailments.
- * Introduction of the present perfect (tawwa 3andi).
- * Introduction of the past tense (verbs of the third type).
- * Sentence openers (yudhirli. bihdhahir).
- Maintain a house/apartment (contracts, moving in, paying rent, and bills).
- * Review of modal auxiliaries.
- * Introduction of the expression (fil waqt).
- * Review of the relative pronoun (illi).
- Describe basic kitchen utensils and their use.
- * Introduction of the past tense (verbs of the fourth type).
- * Expansion of prepositions.
- * Use of structures (kifa:sh ta3mil bash ...?).
- * The impersonal pronoun after verbs in the present (masculine and feminine forms).
- Respond to police identity checks.
- * Introduction of the present participle of some verbs (ma:shi. ra:qid. etc.).
- * Review of the demonstrative pronouns.
- * Review of the past tense of verbs of the fourth type.
- Bargain appropriately.
- * Review of the imperative with some verbs.
- * Review of the present tense.
- * Introduction of the structure (tawwa + verb in the present)





TOPIC: CLASSROOM ORIENTATION AND EXPRESSIONS

COMPETENCY: EXCHANGE APPROPRIATE RITUALISTIC GREETINGS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
3aslāma عسلامة	3aslāma عسلامة
SbāH il xir صباح الخير	SbāH il xir صباح الخير
tiSba3 la xir تصبح على خير	tiSba3 laxir تصبح على خير
shnu Hwā:lik? شنو حوالك؟	shwayya شوية la bā:s, Hamduillah لا بأس... حمد الله
shnu Hwā:l شنو حوال؟	la bā:s, bark allahu fi:k لا بأس... بركة الله فيك la bā:s, y3ayshik لا بأس... يعيشك
shnu / 3andik jdi:d? شنو عندك جديد؟ āsh / آش	Hatta shay حتى شيء
nha:rik Tayyib نهارك طيب	w inti zā:da وانت زادة
nshu:fik / ghudwa نشوفك غداوة / ijjim3a ijjā:ya الجمعة الجاية / la3shiyya العشيّة	ni shallah! ان شاء الله
READING	WRITING

GRAMMATICAL FOCUS

Question words.

āsh, shnu أش, شنو

Possessive pronouns

iya إيّا
(i)k إيّك
h/u ه/و
ha ها
na نا
kum كم
hum هم

Personal pronouns

āna أنا
inti انت
huwa هو
hiya هيّا
aHna احنا
Intu:ma انتوم
hu:ma هوهم

Declension of adjectives (mas. & fem.)

VOCABULARY

Nouns

Family members

umm أم
xu خو
uxt أخت
bu بو
3amm عم

Times of the day

Sbā:H صباح
3shiya عشية
nha:r نهار
li:l ليل

Adjectives

ta3ba:n تعبّان
mri:dh مريضين
mitqallaq متقلق
jdi:d جديد

CULTURAL NOTES

Tunisian-Arabic is a right to left language, i.e. word order in sentences is different from other languages

Tunisians use many religious and euphemistic words

"To be" does not have a conjugated form in the present like in other languages

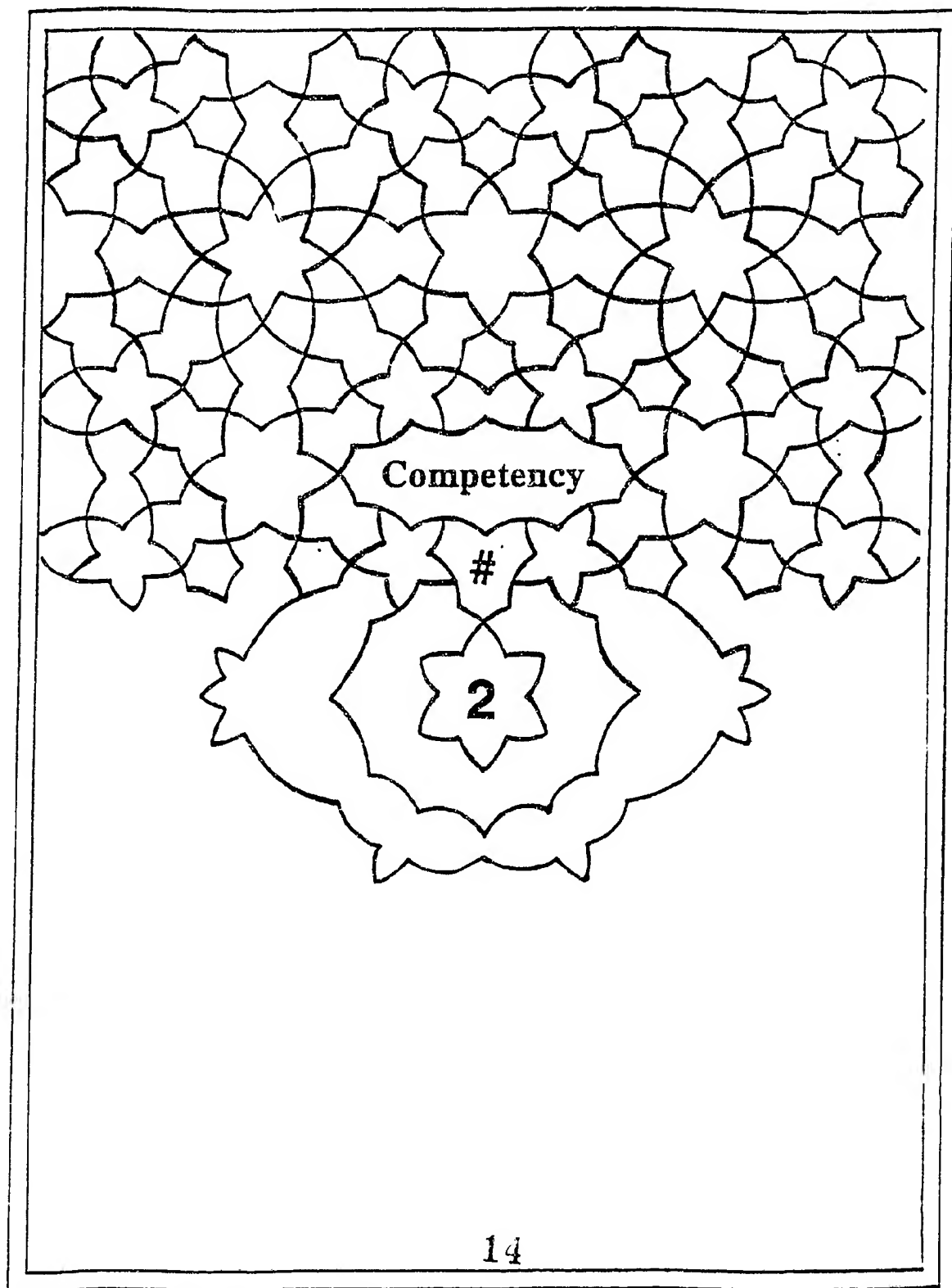
Adjectives are declined according to the gender and number of the preceding noun

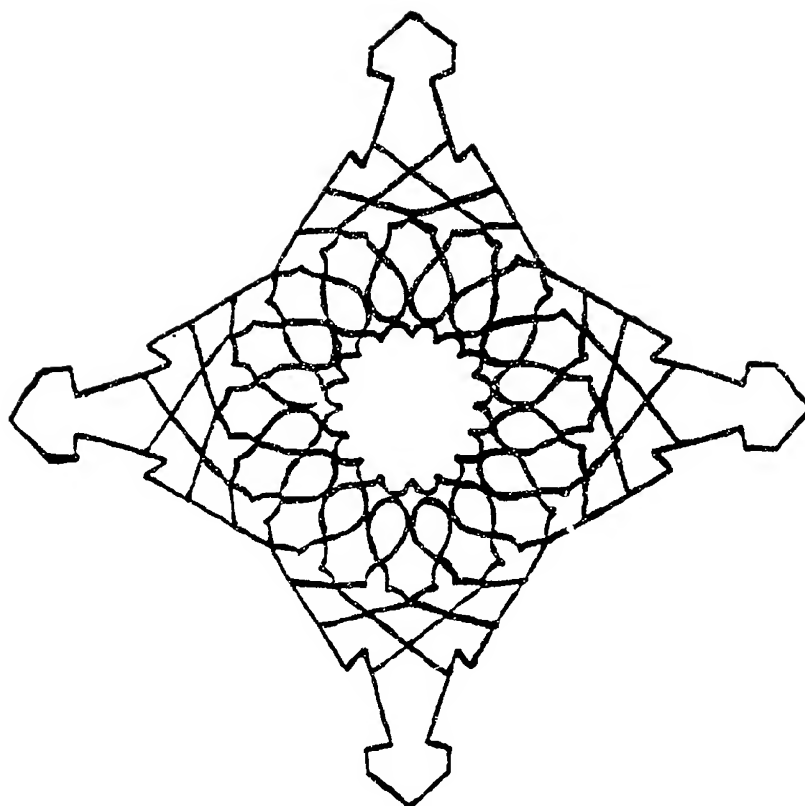
REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book





TOPIC: PERSONAL INFORMATION

COMPETENCY: IDENTIFY SELF AND OTHERS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
shnu / ismik ? شنو / اسمك ؟ āsh / آش /	ismi: اسمي
mn:n inti ? منين انت ؟	ā:na min أنا من
inti / fransa:wi ? انت / فرنساوي ؟ / fransawiya / فرانسوية ؟	la, ā:na / amarikani لاء أنا / أمريكاني / amarikaniya / أمريكانية
āsh ta3mil fi tu:nis ? آش تعمل في تونس ؟	āna mitTawwa3 / mitTaw3a أنا متطوع / متطوعة fi hayit issalām: متطوعة في هيئة السلام
qaddāsh bāsh قداش باش tuq3ud fi tu:nis ? تقعد في تونس ؟	3ā:min عاميون
wi:n / tuskun ? وين / تسكن ؟ / tixdim ? / تخدم ؟	nuskun / fi نسكن في nixdim / نخدم
nqaddim lik نقدم لك	nitsharfu نتشرفو
titkallim bil3arbi ? تتكلم بالعربي ؟	shwayya bark شوقة برك
ya3Ti:k iSSaHHa ! يعطيك الصحة !	y3ayshik يحيي شوك
READING	WRITING

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GRAMMATICAL FOCUS

Question words

mn:n منين
qadda:sh قداش
wi:n وين

Prepositions

li لـ
fi في
min من

The dual

3ami:n علمين
nhari:n نهارين

The future

bash+ verb in the present

Declension of nouns (mas. & fem.)

CULTURAL NOTES

Tunisians are always impressed with foreign people who speak their language

Arabic is associated with Islam

Only a few Tunisian people know about Peace Corps

VOCABULARY

Nouns

mitTawwa3 متطوع
3a:m عام
amari:kā أمريكي

Verbs

ya3mil يعمل
yuq3ud يوقع
yitkallim يتكلم

Adjectives

fransa:wi فرنسايي
amarikāni أمريكياني

Adverbs

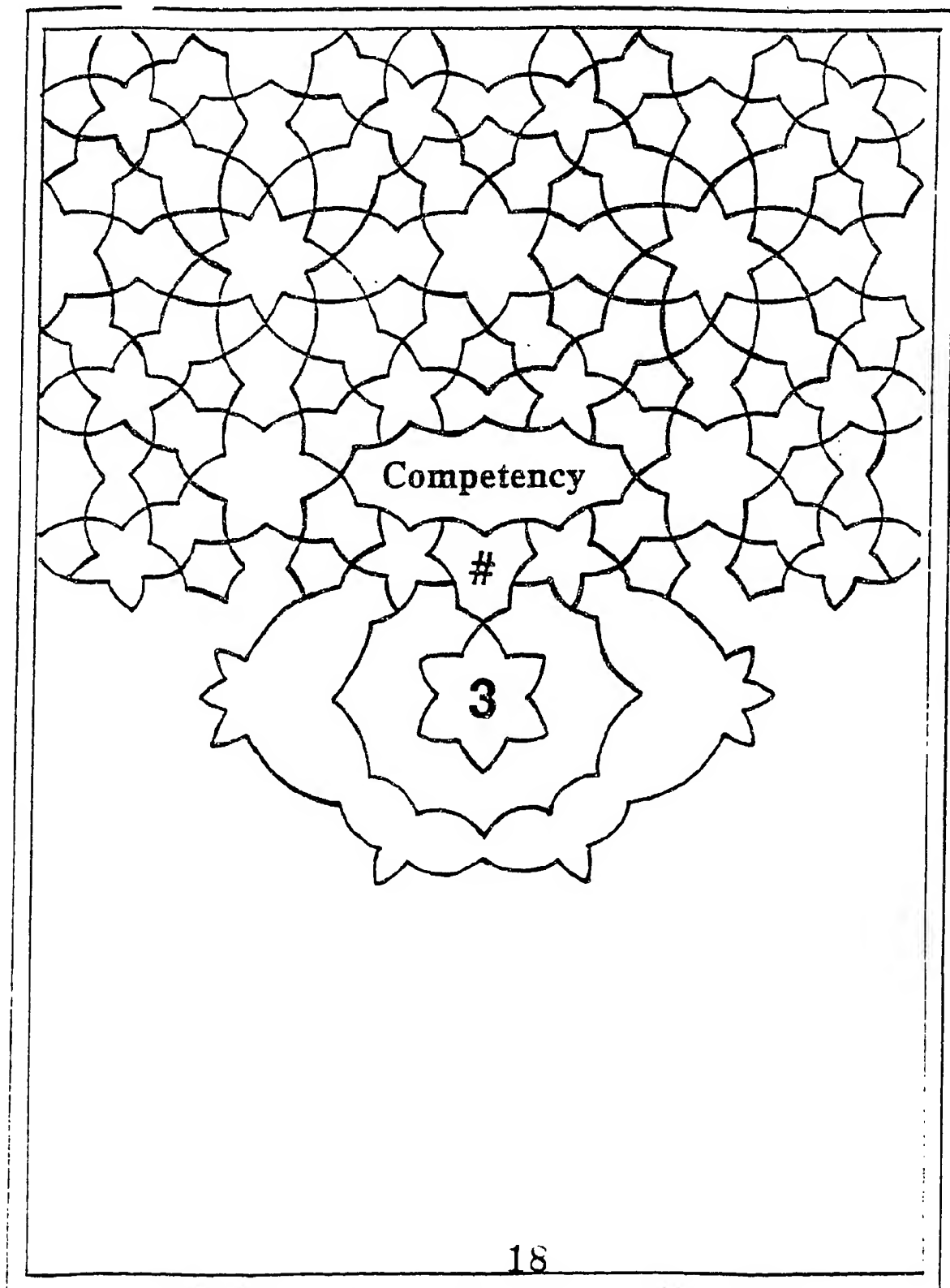
bark برك

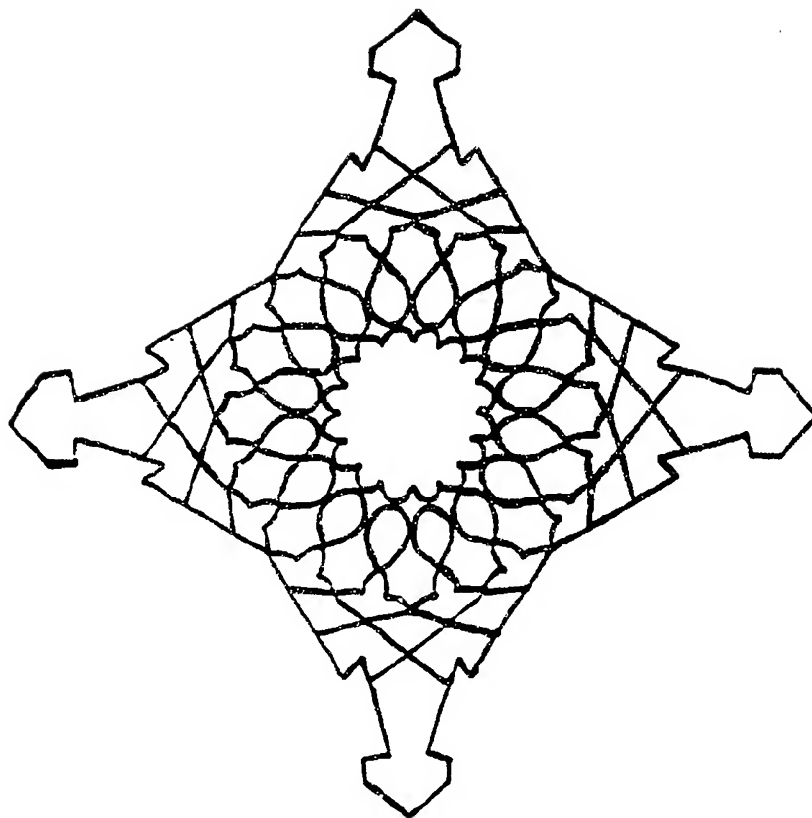
REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book





TOPIC: CLASSROOM ORIENTATION AND EXPRESSIONS

COMPETENCY: RESPOND TO CLASSROOM INSTRUCTIONS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
tfadhhal/udxul تفاضل...الرجل /uxruj...أخرج	bishwayya y3ayshik بالشوية يعيشك
uq3ud أقعد ā:qif/u:qif أوقف / أوقف	sā:maHni 3andi suā سامحني منديني
sakkir/ il bā:b سكر...الباب HiV جل	mā fhimtish ما فهمتش
i:ja I /hu:ni أيجد...هو / hna هنا	ki fā:sh nqulu bil3arbi? كيفاش نقولو... بالعربي؟
isma3 qbal اسمع قبل	ā:sh ma3na:hā? آش معناها؟
3a:wid! علو!	min fadhlik 3a:wid من فضلك علو
fhimt? فهمت؟	
yizzi y3ayshik يزي يعيشك	
arja3 I blaSlik أرجع لبلادك	
READING	WRITING

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GRAMMATICAL FOCUS

Question words

kifa:sh كيفاش

The Imperative

3a:wid (sing.) عاود

3a:wdu (pl.) علودو

The Present Tense

3andi عندي

3andik عندك

3andu عنده

3andha عندها

3andna عندها

3andkum عندهم

3andhum عندهم

Prepositions

bi .. بـ

The Negative Form

mā+verb+ish ما...ش

VOCABULARY

Nouns

blaSa بلاصة

suā:l سؤال

ma3na معناه

bā:b باب

Verbs

yudxul يدخل

yuq3ud يقعد

yqu:l يقول

y3a:wid يجاود

yā:qif ياقف

yji: يجيب

yisma3 يسمع

yifhim يفهم

Adverbs

hu:ni ههنا

bishwaÿya بالشوية

CULTURAL NOTES

Tunisian-Arabic does not have a verb for "to have". Instead, people use the preposition "3and" conjugated with all pronouns

Tunisians frequently use the imperative without using the magic word "please" in their discourse. As a matter of fact, one should not take it as an offense

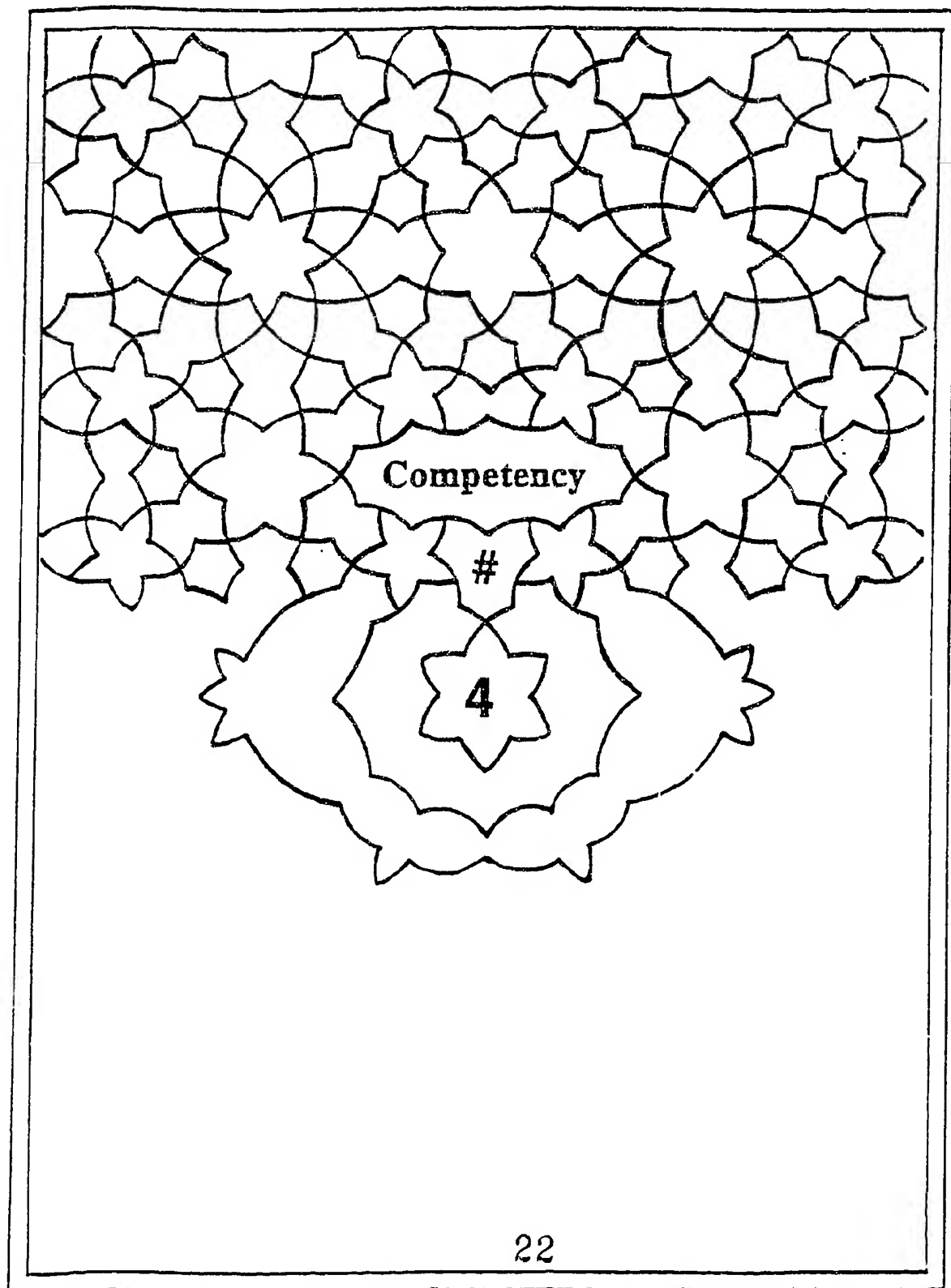
Notice the use of borrowed words from Italian such as "blaSa"

REFERENCE BOOKS

A beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: POSTAL SERVICE

COMPETENCY: SEND AND RECEIVE MAIL/TELEGRAMS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

tfadh dhil تفاح ذيل

jwā:b walla ka:r جواب ولا كلت
pu:stal ? بومستال ؟

b xams miya خمس مية

I win ? لوين ؟

I bu:sTa I yu:m البوسطة اليوم
msakra ممسكة

SPEAKING

a3Ti:ni timbri ! أعطيني... تمبري
amari:kā, y3ayshik لامريكا آيديشك

jwā:b ... b qaddā:sh جواب ... بقداش ؟

nHibb nib3ath/ jwā:b حب نبعت جواب
/ kuli: كلي

I amari:kā لامريكا

waqtā:sh thill I bu:sTa وقتاش ذيل البوسطة ؟

thamma bwat a lātir ثم بوات الاقر
qri:ba ? قريبة ؟

READING

WRITING

GRAMMATICAL FOCUS

Question Words

I win **لوحين**
b qaddash **بقدرالكش**

Conjunctions

walla **ولا**

Personal Pronouns (ind. obj.)

ni **ني**
h **ه**
ka **كا**
na **نا**
hum **هم**

Declension of Numericals

wā:Hid (m.) **واحد**
waHda (f.) **وحدة**

CULTURAL NOTES

Packages might be opened for a usual check-up by customs. It should not be shocking if it ever occurs

Sometimes it takes a long time to get a letter to the States; this depends essentially on overseas services

To make sure one gets his/her letters and not have them misrouted, it is advisable to write on the envelope "North Africa"

VOCABULARY

Nouns

jawā:b **جواب**
kart **كارت**
miya **ميلة**
busTa **بوسطة**
il yum **اليوم**
timbri **تمبري**
bwat **بوات**
kuli: **كولي**

Verbs

ya3Ti **يعطي**
yHibb **يحب**
yib3ath **يبعث**
yHil **يل**

Adjectives

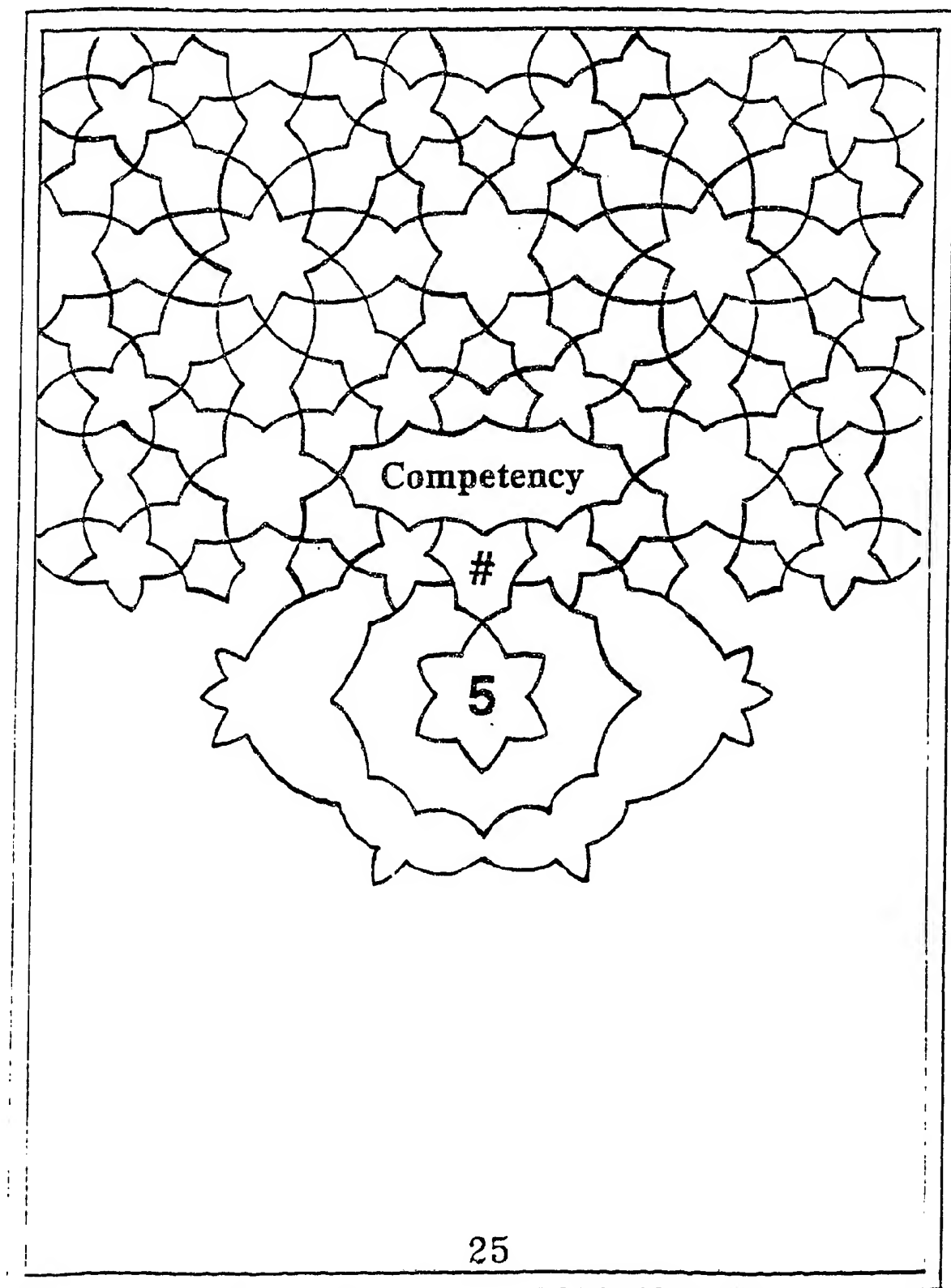
msakra **مسكرة**
qrba **قريبة**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: POSTAL SERVICE

COMPETENCY: MAKE LOCAL AND LONG DISTANCE TELEPHONE CALLS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
I win ? ? <u>أيهن؟</u>	uxti: n-Hibb na3mil <u>أختي: نحب نعمل</u> tālifu:n un pcv, y3ays ^{shik} <u>تلفون: انك يمشك</u>
shnu in numru ? ? <u>شماره التومرو؟</u> shnuwa il ku:d ? <u>شماره الكود؟</u>	I / amari:kā <u>أمریکا</u> / tu:nis <u>تونس</u>
shniyya il blā:d ? ? <u>شنيّة البلاد؟</u>	3252231 309
wi:n hāDi ? <u>وين صاذا؟</u>	piyu:ria <u>بيجوريا</u>
imshi I kabi:n <u>امشي كابين</u> numru tblātha <u>نومرو ثلاتة</u>	fi illinu:y <u>في الينوي</u>
shu:f kabi:n <u>شوف كابين</u>	ma thammāsh tunalititi <u>ما تماش تونساليتي</u>
min ghir mziyya <u>من غير مزيّة</u>	ma yjā:wibsh <u>ما يجلو ويش</u> bark allahu fi:k <u>بارك الله فيك</u>
jarrib <u>جرب</u>	yimshi it taksifu:n ? <u>يمشي التاكسيون؟</u>
READING	WRITING

GRAMMATICAL FOCUS

Question words

shniya شنية

The Present Tense

Declension of:

Question words

shnu شنو

shniya شنية

Adjectives

ā:xir أخير

uxra آخر

CULTURAL NOTES

A polite way of asking for help from a person is to address a man as "xuya" and a woman as "uxti"

The rate per minute is the same in making phone calls, whether calling at night or during the day

Tunisian Arabic does not have a pronoun for the neutral; objects are either masculine or feminine

VOCABULARY

Nouns

numru نومرو

ku:d كود

blā:d بلاد

kabi:n كابين

uxt أخت

tālifū:n تلفون

tunaliti تونالي

taksifu:n تكسيفون

Verbs

yjarib يجرب

yHibb يحب

thamma ثم

yjā:wib يجاوب

yimshi يمشي

Adjectives

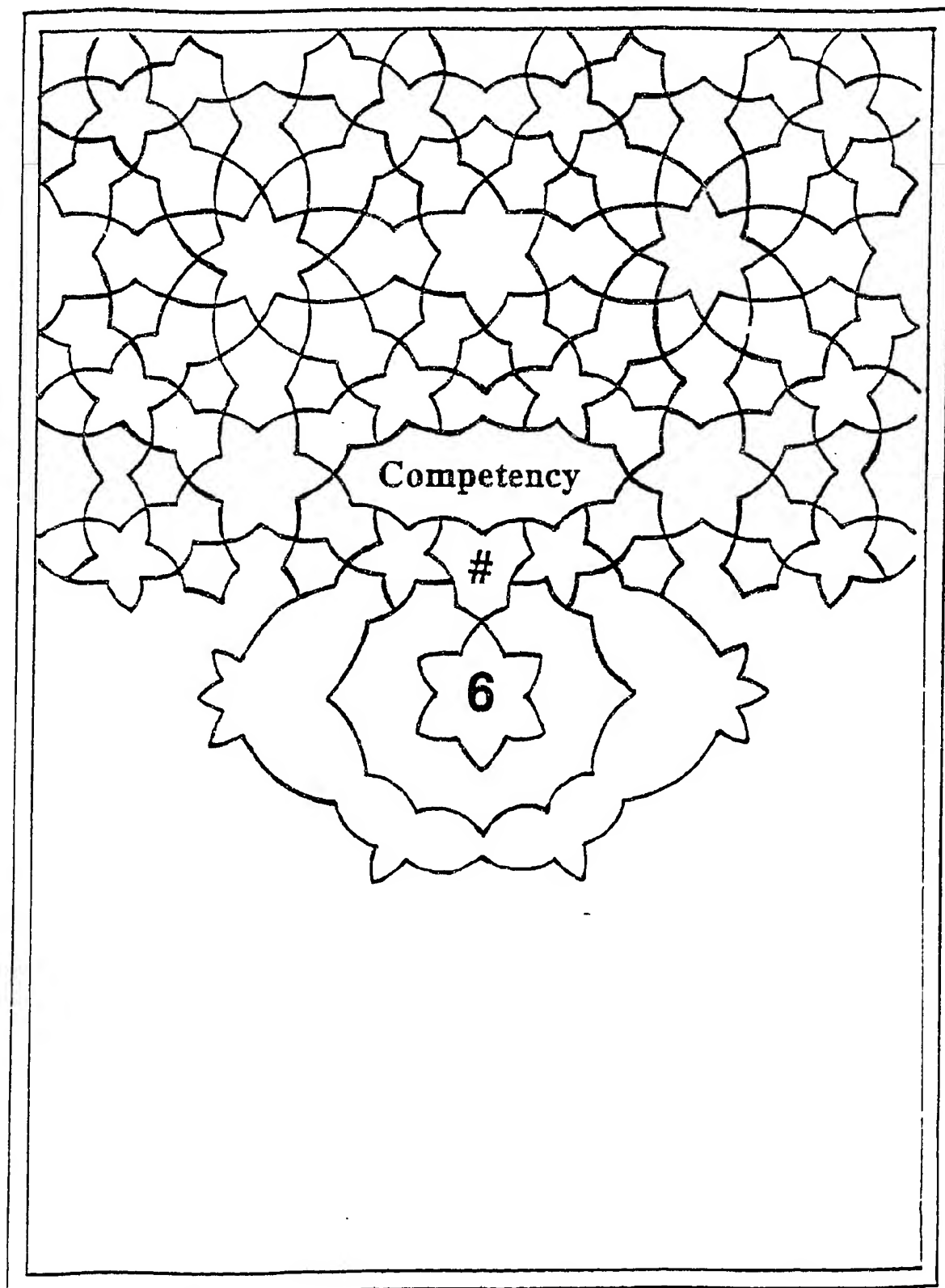
ā:xir/uxra أخير/آخر

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase book



TOPIC: SHOPPING

COMPETENCY: PURCHASE FOOD AND PERSONAL ITEMS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

tfaghdhil āsh Hashtik ? تفصل آش حاشتك ؟

la,ma 3andi:sh, ama لا ماعنديش..أما
thamma xaghdhhar il quddā:m ثم خصل القدام

mtā:3 il yu:m, w Hlu: منام اليوم حلو
ki:(f) is sukkur كيف..الشكر

Haghbir bāsh حاضر جافش

SPEAKING

a3Ti:ni kilu sukkur أعطيني كيلو سكر
w bakku Hli:b w dabbu:za وياكو حليب ذرة
zit zitu:na w Ha:ra 3gham زيت زيتونا و حارة 3gham

3andik Tma:Tim k3ab ؟ عنك طما له كعب ؟

y3ayshik يعيشك

xuya, u:zin li rTal Tma:Tim خويا..أمنزلي طما له
w kilu 3nib w kilu lu:z و كيلو عنب و كيلو لوز

frishk il karnus ؟ فرشك الكرنوس ؟

uzin li rTal, yizzi أضناو طما له عيتر

READING

il aswā:m الأسوا م

asā:mi il ghalla, أسامي الغللة
wil xudhra والتخيرة

WRITING

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GRAMMATICAL FOCUS

Comparison
Expressing resemblance
ki(f) كي(ف)

Sing. & Pl. of Nouns

Countables & Non-Countables

The Present Tense of:
Hashit حاشيت

CULTURAL NOTES

In Tunisia now, the date of expiration at which food spoils is indicated on the package

In rural areas people have a weekly market day where a variety of products are displayed

Like the West, one can find all kinds of products in big stores in major cities

VOCABULARY

Nouns
Groceries
sukkur سكر
Hli:b حليب
zi:t زيت
Fruits & Vegetables
Tma:Tim طماطم
3nib عنب
karmus كمون

Verbs
yuzin يوزن

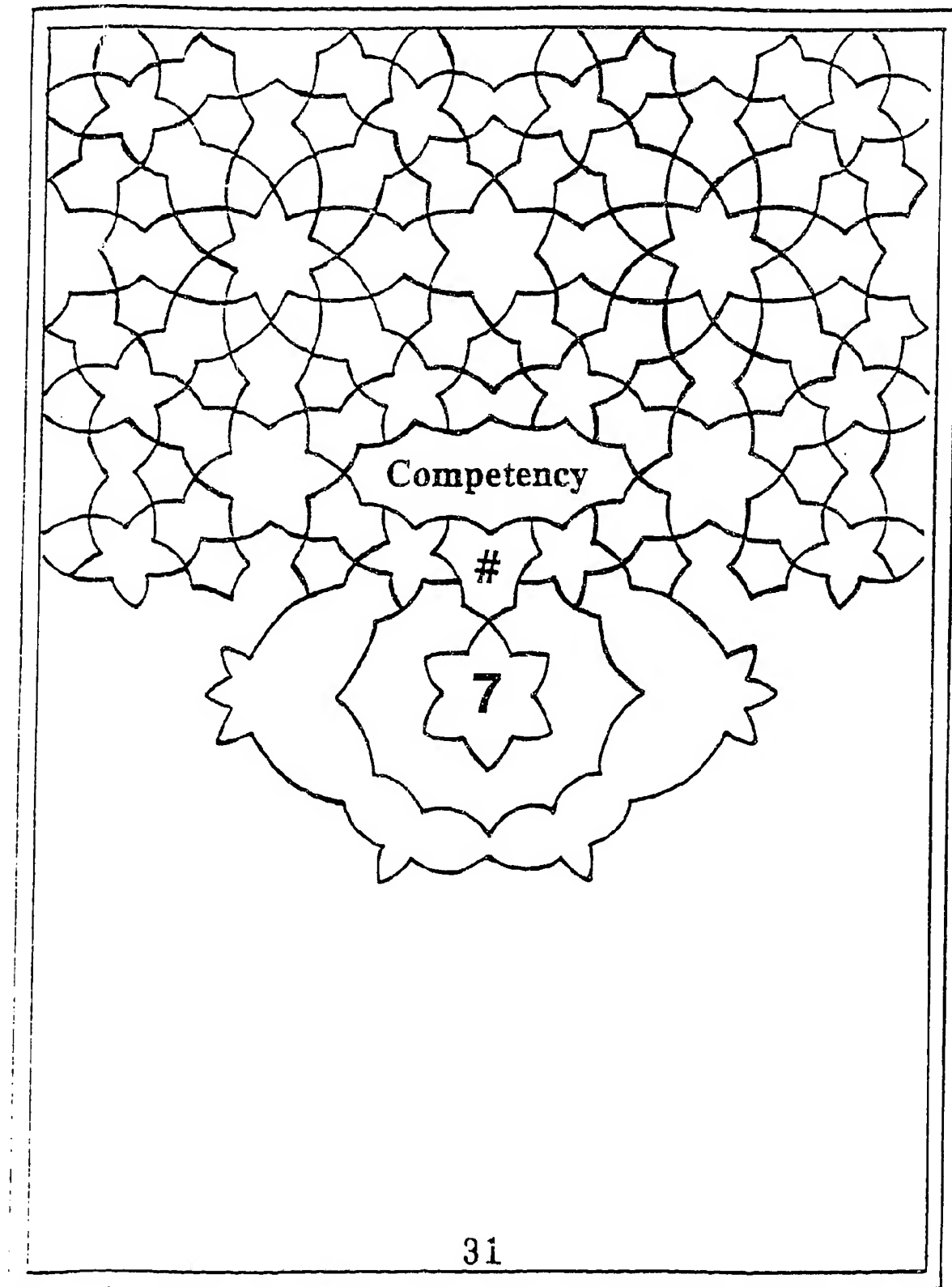
Adjectives
Hlu حلو
frishk فريشك

Adverbs
il kuddām ... القدام...

Conjunctions
ama اما

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic
English Tunisian-Arabic Dictionary
Arabic Phrase Book



TOPIC: FOOD AND DRINK

COMPETENCY: ORDER FOOD AT A RESTAURANT AND ORDER DRINKS AT A CAFE

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

tfadh^hhil تفضل

3andna djā:j ruti: عندنا دجاج وتيبي
w kusksi: bil 3allu:sh وكسكسي بالعلوش
w kammuniyya وكموننية

tHibb ma Sa:fya? تيب ما حافية؟

i:h/ Ha:dhir bāsh آيه... حاجو بلش

SPEAKING

āsh 3andkum fil mini? آش عندكم في المني؟
ta3Ti:ni I mini, y3ayshik تعطيني المني يديشك

a3Ti:ni Sla:Ta اعطيني صلاطة
mishwiyya, w rbu3 djā:j مشوية مع دجاج
w waHda ku:ka ووجدة كوكا

la:, mu:sh lā:zim لاهموش... لازم

ta3Ti:ni il Hsā:b, y3ayshik تعطيني الحساب يديشك

a3Ti:ni wa:Hid sitruna:d اعطيني واحد سترواند
y3ayshik يديشك

nHibb zu:z kapi:sān, خب فون كيبسان
w waHda ku:ka, ووجدة كوكا
w thlā:tha gatu: وثلاثة قاتو

READING

il mini المني

il Hsā:b الحساب
itti:kā التيسك

WRITING

GRAMMATICAL FOCUS

Use of some adjectives & their opposites

sxu:n/bā:rid سخوف/بارد
Hlu:/murr حلو/مر

Difference in conjugation between
ji:b w awTi: in the imperative

Prepositions

bi. ب.
fi. ف.

The definite article, i.e. sun letters &
moon letters and contraction.

Il mini المنى
id djā:j الدجاج

CULTURAL NOTES

Tips are not included in the price of meals
and it is up to the customer whether or
not to give a tip

Most, if not all, restaurants offer both meat
and fish; vegetarians can have salads

A friendly way of calling a waiter is by
addressing him as xu:ya (m.)/uxti (f.)

VOCABULARY

Nouns

rbu3/nuS ربيع/نفس

Beverages

qahwa Hli:b/kapisa:n قهوة/ليب/كيسان
ku:ka/sitruna:d كوكا...سترونا

Food

Sla:Ta سلاطة

djā:j دجاج

kusksi: كسكسي

Snacks

gatu قاتو

Verbs

yHibb/ya3Ti يحب/يحب

yā:kul. yushrub يأكل/يشرب

yxalliS يخلص

Adjectives

mishwi: مشوي

bn:n بنين

Hlu:/qa:riS حلو/قاري

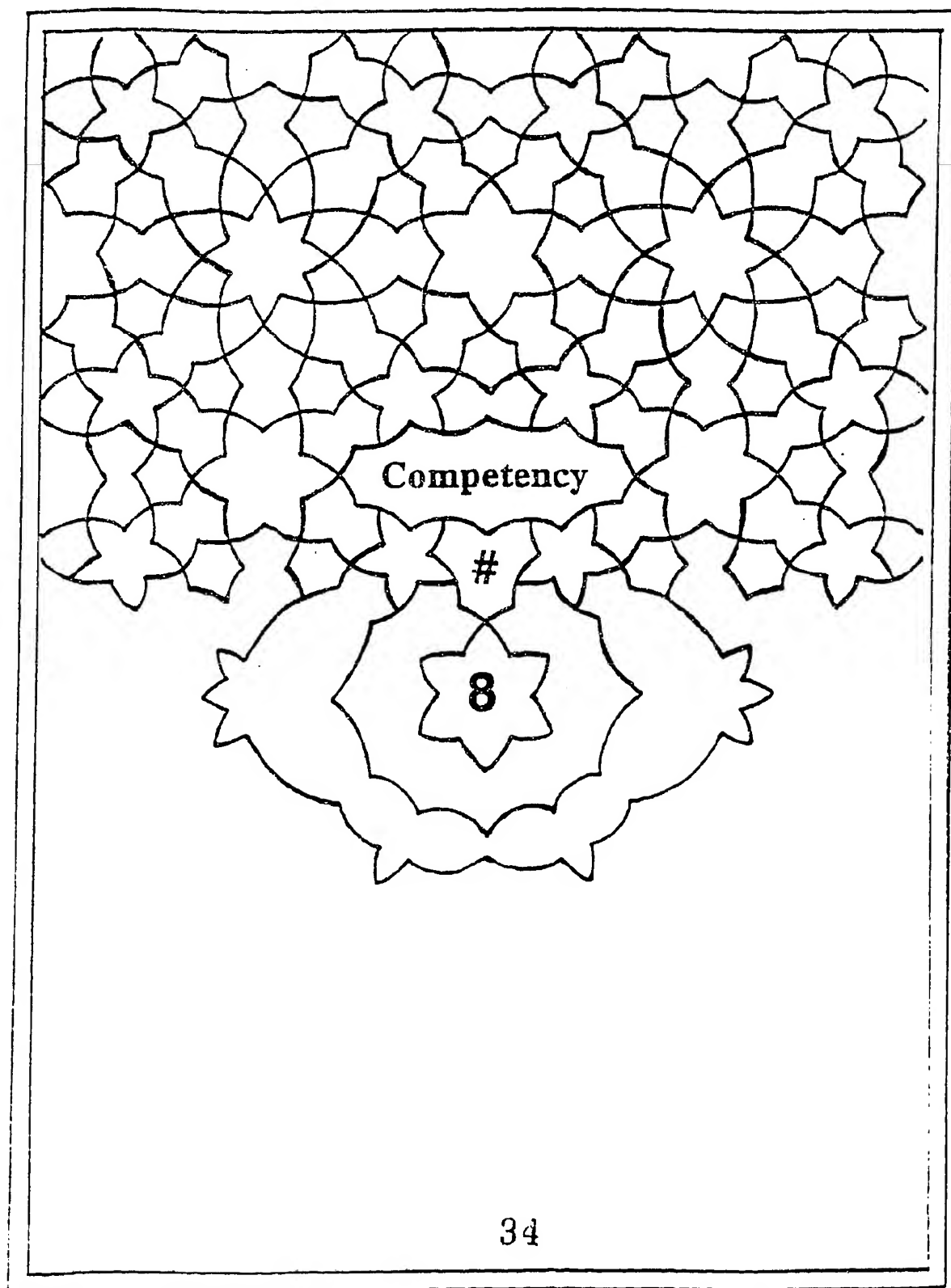
sxu:n/bā:rid سخوف/بارد

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: FOOD AND DRINK

COMPETENCY: DESCRIBE TUNISIAN EATING HABITS AND CHARACTERISTIC FOODS
GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

yā:klu shurba, w bri:k ياكلون شوربة وبريك
w Sla:Ta, w maqaru:na وصلحمة ومقرونة
walla marqit baTa:Ta, ومارقة بطاطا
w ghalla. وغلالة
w fis sHu:r yā:klu وفي التحوار ياكلون
masfu:f, w Hli:b مسفوف وحبليب
walla yu:ghurt, w kull ولبون غورت وكول
wā:hid ash yHibb. واجيد اش يحب

shnuwwa ra:yik fil شنو ورايك في
mā:kla it tūnsiyya? المأكلة التونسية؟

kusksi: bil ta:u:sh كسكسي بالعلوش

SPEAKING

shnu yaklu itwā:nsa شنو ياكلون التونسية
fi: rumdha:n? في رومدانه؟

bā:hya barsha, ti3jibni بلحية بيشة متجيبني
3la xa:Tir Ha:rra yā:sir علو خا حارة يامر
ki:f il mā:kla كيف المأكلة
il māksikiyya الماكسيكية

it twā:nsa yTaybu التونسية يطيبو
bil lHam di:ma, w āna بالحم ديماء وأنا
ma nakulsh il lHam ما ناكلش الحم

shniyya il mā:kla شنية المأكلة
il mashhu:ra fi: tu:nis المشهورة في تونس

READING

WRITING




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GRAMMATICAL FOCUS

Conjugation of:

yǧjib + object pronoun

shnu ra:y + possessive pronoun

Use of intensifiers**Before nouns**barsha xubz **After adjectives**sxu:n barsha **Use of opinion expressions, like**shnu ra:yik...? ash qawlik...? 

CULTURAL NOTES

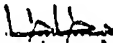
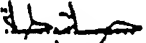
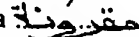
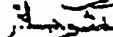





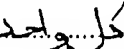
Tunisian people eat the head, legs & tripe of sheep and cows

In certain regions, people still use their hands to eat certain types of food

It is still a common practice to eat "qaddid" which is a preserved-in-salt meat (like smoked meat)

There is a tendency to eat similar dishes in the holy month of Ramadhan

VOCABULARY

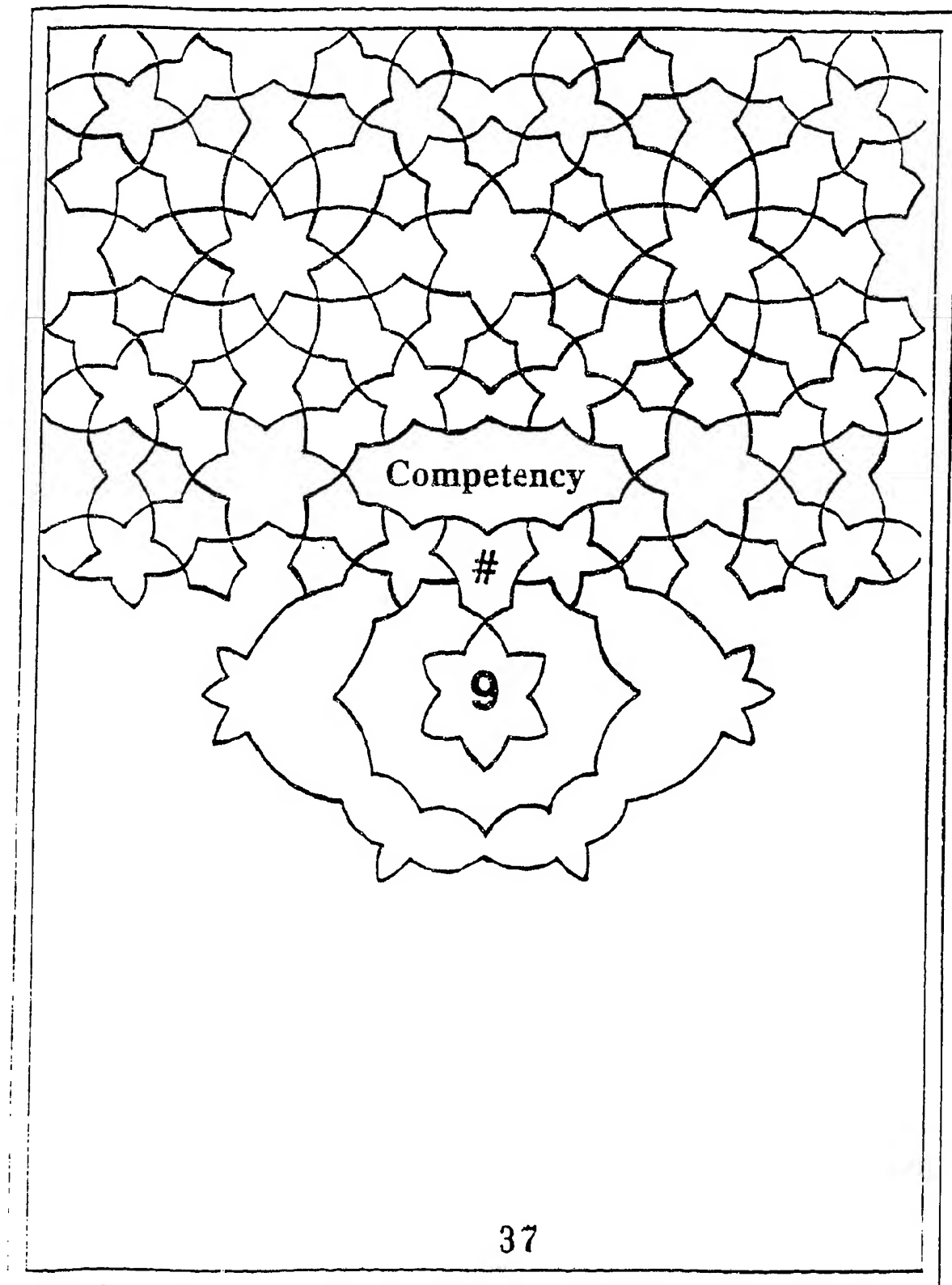
NounsbaTa:Ta lHam **dishes**sla:Ta maqaru:na shurba bri:k **Adjectives**māksikiyya Ha:rra bā:hya mashhu:ra tunsiyya **Adverbs**barsha yā:sir **Pronouns**kul wā:Hid 

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: FOOD AND DRINK

COMPETENCY: DESCRIBE EATING AND DRINKING PREFERENCES

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
shniyya aHsan شنيّة أحسن mā:kla ti3jbik? ماكلّا تيجيبك؟	aHsan mā:kla أحسن ماكلّا ti3jbni: hiyya il maqaru:na تيجيبني المقرنة
tHibb il mlu:xiyya تب الملوخية walla la:? ولّا...؟	bā:hya, ama lu:nha باهية أما لونها ghri:b shwayya غريب شويّة
tushrub il bi:ra? تشرب البيّرة؟	mush di:ma موش ديما
ama xir il kusksi: أما خير الكسكي: walla il maqaru:na? ولّا المقرنة؟	il maqaru:na 3andi: xir المقرنة عندي خير
tā:kul id dǎ:j? تاكل الدجاج؟	la, āna viji:taryān, la لا، أنا وجيلتاريان، لا nā:kul la dǎ:j la lHam تاكل الدجاج لاهم
	nHibb il ghalla barsha حب الغلّة بوشة nushrub il gāzu:z barsha نشرب الغازوز بوشة
READING	WRITING

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GRAMMATICAL FOCUS

The comparative and the superlative

Use of the distributive

la... la... لا... لا...

Yes/No questions

tHibb walla لا؟ حب

Alternative questions

ama xi:r.... walla؟ ماخير

CULTURAL NOTES

Most Tunisians have no idea of what a vegetarian is

Most Tunisians do not drink wine or eat pork even though both are available in the market

Just as language is a mix, food and drinks also represent a mix, e.g. Turkish pastries, Berber and Italian dishes, viz. Kuskus and Spaghetti respectively, etc.

VOCABULARY

Nouns

dishes

mluxiyya ملخية

kusksi: كسكسي

colors

drinks

bi:rra/gāzu:z بيعة / قانوز

Adjectives

vijitaryān عجيقاريان

ghri:b غريب

bāhya باهية

Adverbs

di:ma ديمما

barsha برشة

Conjunctions

walla واذا

Verbs

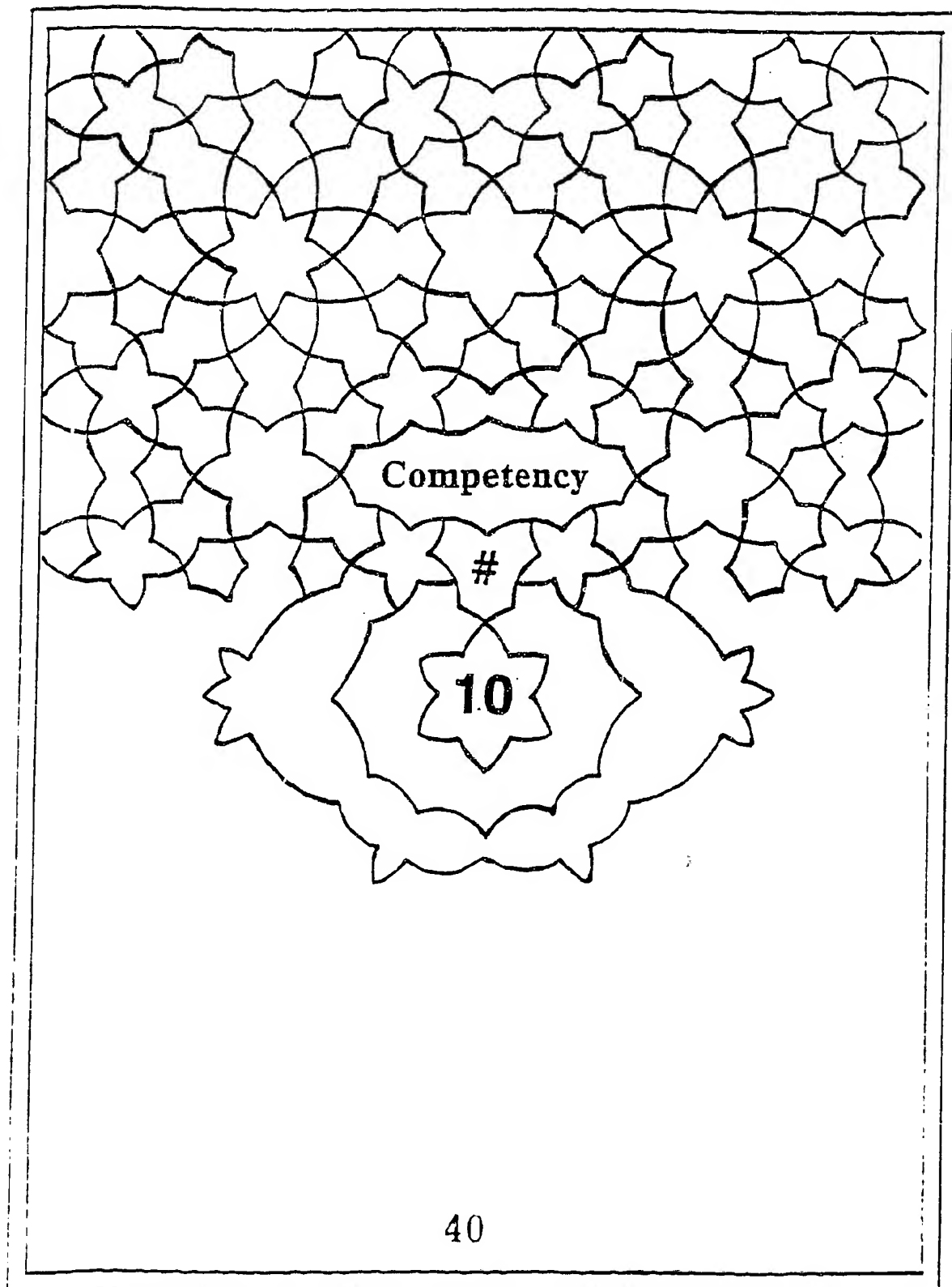
yā:kul/yushrub ياكل / يشرب

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: DIRECTIONS

COMPETENCY: ASK FOR AND FOLLOW DIRECTIONS
GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

imsbi Tu:l, w du:r امش حول... وادور
3al /limi:n ع/التميني
/lisa:r /اللسار

sā:maHni, ma na3rafsh سامحنو بمانعرفش
istanna shwayya, ta3rat استنى... شوية عتوج
il bu:sTa...? il markiz البوسطة...؟ المركز
bij nabha bidh dhabT بجنبها جالضبح

i:n3am, il mHaTTa اينعم، المحطة
il qudda:m للتقدم

SPEAKING

xu:ya, wi:n jā:t خوي... وين جات
il bu:sTa, y3ayshik? البوسطة... يعيشك؟

xu:ya, kifā:sh nimshi: خوي... كيفاش نمشي
I markiz ishshurTa? المركز الشرحة...؟

xu:ya, hā:Da hu:wa خوي... هاذو
iT Tri:q illi yhizz الطريق التي يهز
I mHaTTit il kira:n? المحطة الكيران؟

READING

blā:yik in nhu:jā:t بلايك النماجات

asā:mi il ida:rat أسامي الادارات

asā:mi il mHaTTa:t أسامي المحطات

mughlaq/maftu:H مغلق.../مفتوح

mamnu:3 id duxu:l ممنوع الدخول

WRITING

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GRAMMATICAL FOCUS

Question words

wi:n **حيث**
kifa:sh **كيفاش**

Relative pronouns

illi **اللي**

Building the plural of certain nouns**Preposition of location**

CULTURAL NOTES

Road names and numbers do not count much for Tunisians in giving directions. They always use one building or location as a reference.

Tunisians, unlike Westerners, do not use maps and find difficulty in reading or pointing to a place on the map.

VOCABULARY

Nouns

busTa **بوسطة**
markiz **مركز**
shurTa **شورطة**
mHaTTa **محطة**

Adjectives

qri:b min **قريب من**
b3i:d 3la **بعيد على**

Prepositions

wra **و**
qudda:m **قدام**
mqa:bil **مقابل**

Adverbs

gha:di **غدا**
baHDa **هنا**
bidh^hhabT **بالخبط**

Pronouns

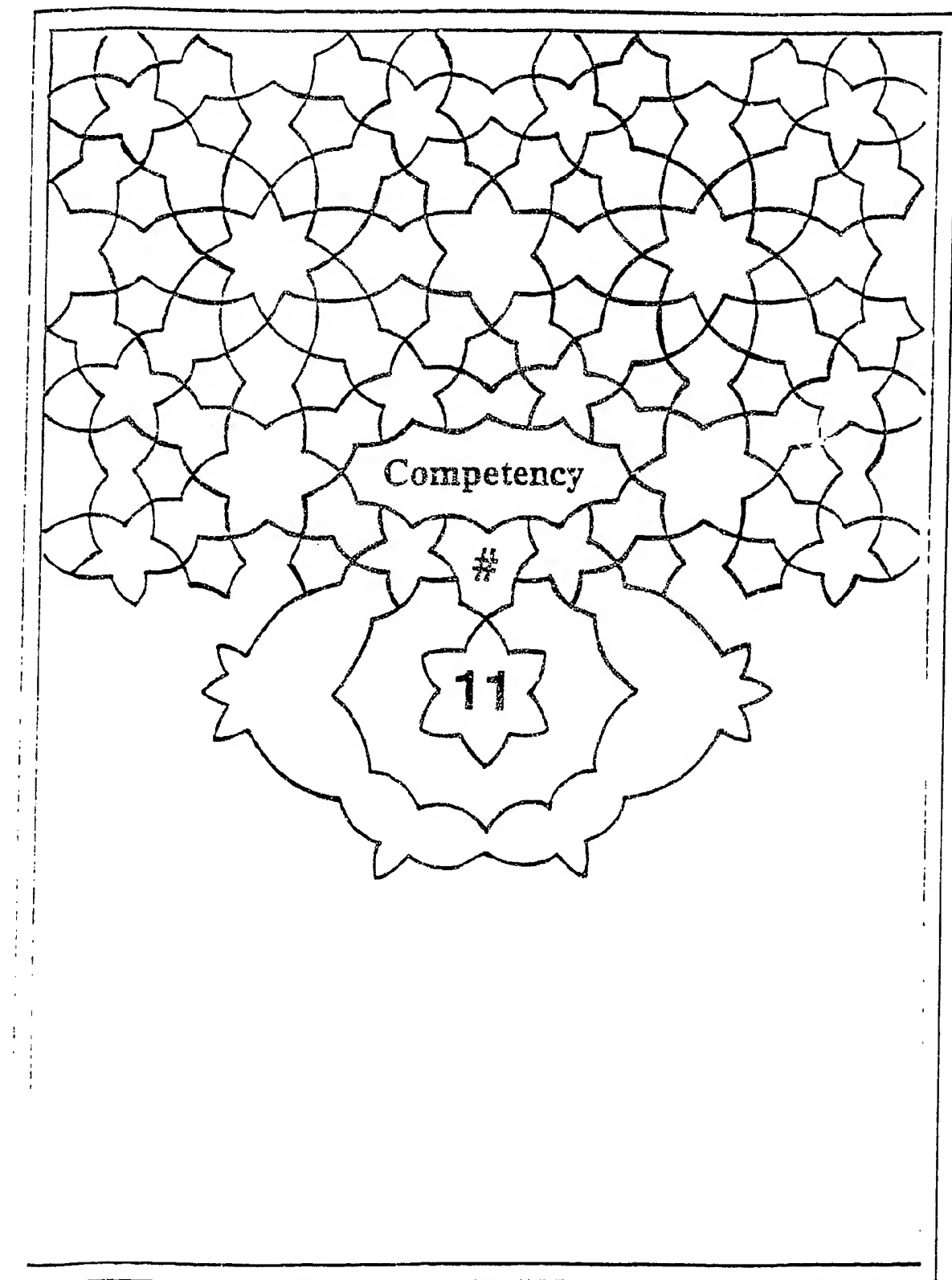
illi **اللي**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: FAMILY

COMPETENCY: EXCHANGE INFORMATION ABOUT FAMILIES

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
intu:ma qaddā:sh fil <u>لنتوم قدأش... في</u> 3a:yla? <u>العايلة؟</u>	aHna xamsa fil 3a:yla <u>أحنا خمسة في العايلة</u> ummi:, w baba, w xu:ya <u>أمومي وبابا و خوي</u> w uxti:, w āna <u>وختي و أنا</u>
āsh yixdim bu:k? <u>أش يخدم بوك؟</u>	aHna zu:z bnā:t, <u>أحنا فني بنات</u> w thla:tha awlā:d, w ummi: <u>و ثلاثة أولاد و أمي</u>
inti /m3arris? <u>انت /مترية؟</u> /xa:Tib? <u>خا طب؟</u>	baba <u>بابا</u> la:, āna mush <u>لا أنا مش</u>
ash ta3mil uxtik? <u>أش تعمل... ختتك؟</u>	uxti: ma zā:lit taqra <u>أختي ما زالت تقرا</u> fil jā:m3a <u>في الجامعة</u>
3andik awlā:d? <u>عندك أولاد؟</u>	āna b awlā:di, w awlā:d <u>أنا ب أولادي و أولاد</u> awlā:di <u>أولادي</u>
lusknu m3a ba3dhkum? <u>تسكنون مع بعضكم؟</u>	nusknu m3a ummi, <u>نسكن مع أمومي</u> w baba yuskun waHdu <u>و بابا يسكن و جدو</u>
READING	WRITING

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GRAMMATICAL FOCUS

Question words

qaddā:sh قدّاش

Prepositions

m3a مع

Declension of irregular adjectives (f. & m.)

3a:zib عازيب

Sbiyya حبيبة

Present tense (more verbs)

yuskun يسكن

yaqra يقر

Negation of adjectives

mush + adj.

Conjugation of maza:l ملّال

Declension of the reflexive pers. pronoun

waHd وحده

VOCABULARY

Nouns

Family tree relatives & in-laws

xu: خنوع

uxt أخت

nsi:b نسيب

Verbs

yixdim يخدم

ya3mil يعمل

yuskun يسكن

yaqra يقر

Adverbs

mazā:l ملّال

waHd وحده

Adjectives

m3arris معترس

3a:zib/xa:Tib عازب/خاطب

Numbers

wā:Hid/ṭn:n واحد/ثنين

CULTURAL NOTES

Non-Muslims are not eligible for adopting Muslim children

Tunisian family members still live with close ties

It is still not totally accepted that single men or women live alone in the same area their families live in

Divorce is common, however, polygamy is forbidden by law

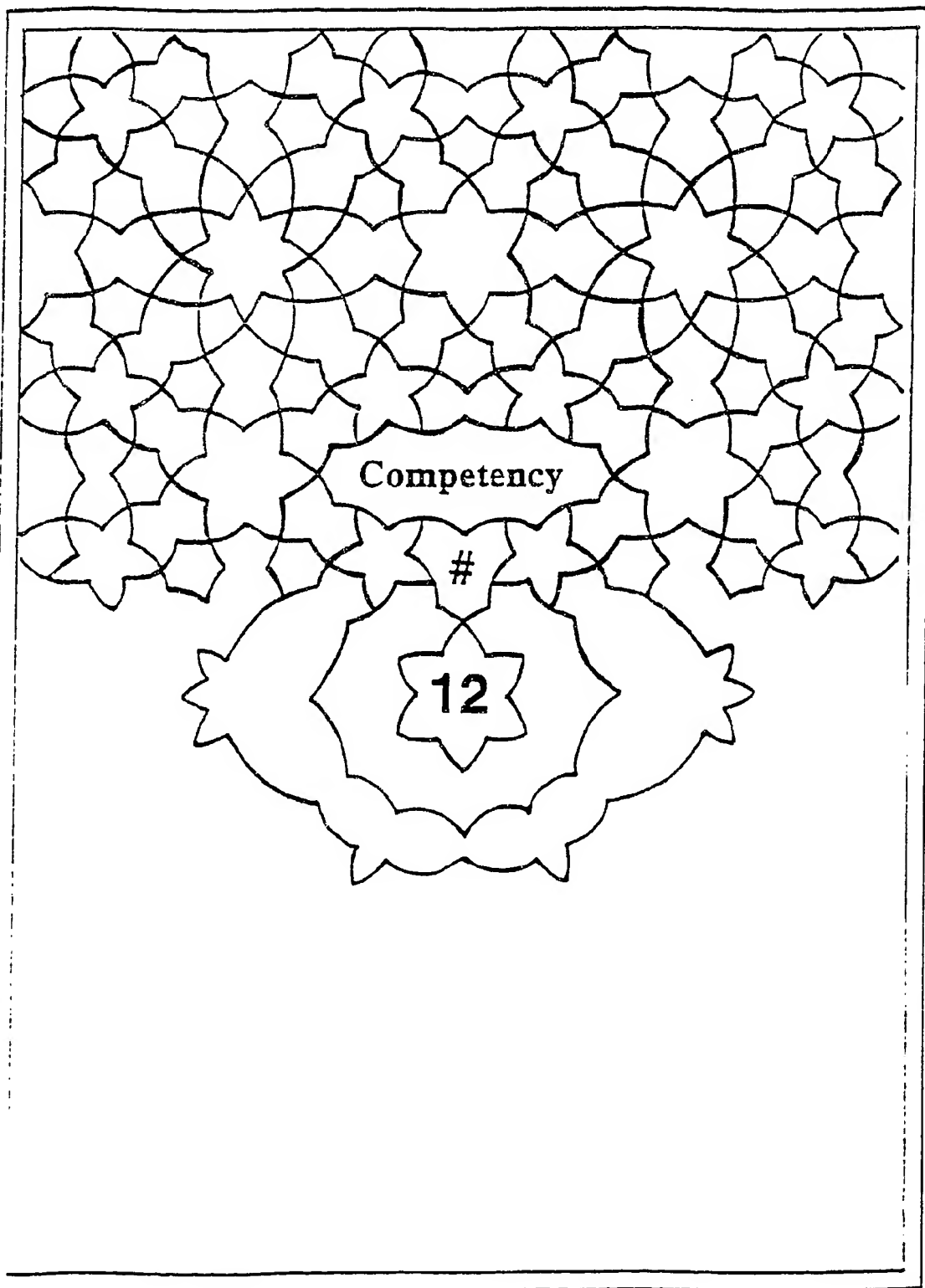
The concept of half-brother or sister does not exist; it is actually brother or sister on either the mother or the father's side

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: FAMILY

COMPETENCY: DESCRIBE TUNISIAN FAMILY LIFE AND RELATIONSHIPS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

xu:ya w martu yusknu خويي مارتو يوسكنو
m3a:na معانا

ummi di:ma timshi أمي ديما تمشي
tzu:r umha, w ahliha تزيرو أمها و أهلها

umm baba (ba3qh) sa3a:t أم بابا (باصق) ساعات
tji: t3ayyid baHDāna جي تيجيد باحدانا

SPEAKING

xu:h yuskun waHdu خويي يوسكن و حادو
3la xa:Tir yixdim b3i:d علي خا تير ييخدبم بجيد

buh ma yixdimsh 3la بوح ما ييخدبش علي
xa:Tir mri:dh; ummu خا تير مري:د؛ أممو
hiyya illi tixdim. هيي التي تيخدب.

3ayiltik kbi:ra; 3andik عايلتك كبيرة، عندك
barsa axwa/axwa:t برسة أخوة. أخوات

READING

WRITING

GRAMMATICAL FOCUS

Present tense

Two conjugated verbs one next to the other to express a wish/request or Describe an event: no infinitive
timshi: tzu:r *تمشي تزيور*

Frequency adverbs

di:ma *ديما*
(ba3dh) sā3ā:t *(بعض) ساعات*

Causal conjunction

3la xa:Tir *على خاطر*

CULTURAL NOTES

One may still find two or three families living together, i.e. sharing the same house

There is much more control of child birth and families are becoming more and more nuclear

The elderly are taken care of by their children most of the time

VOCABULARY

Nouns

mra *مرأة*
ahl *أهل*
bu *بو*
umm *أم*
xu *خو*
3a:yla *عائلة*
uxt *أخت*

Verbs

yzu:r *يزور*
yji: *يجي*
y3ayyid *يعيد*

Adverbs

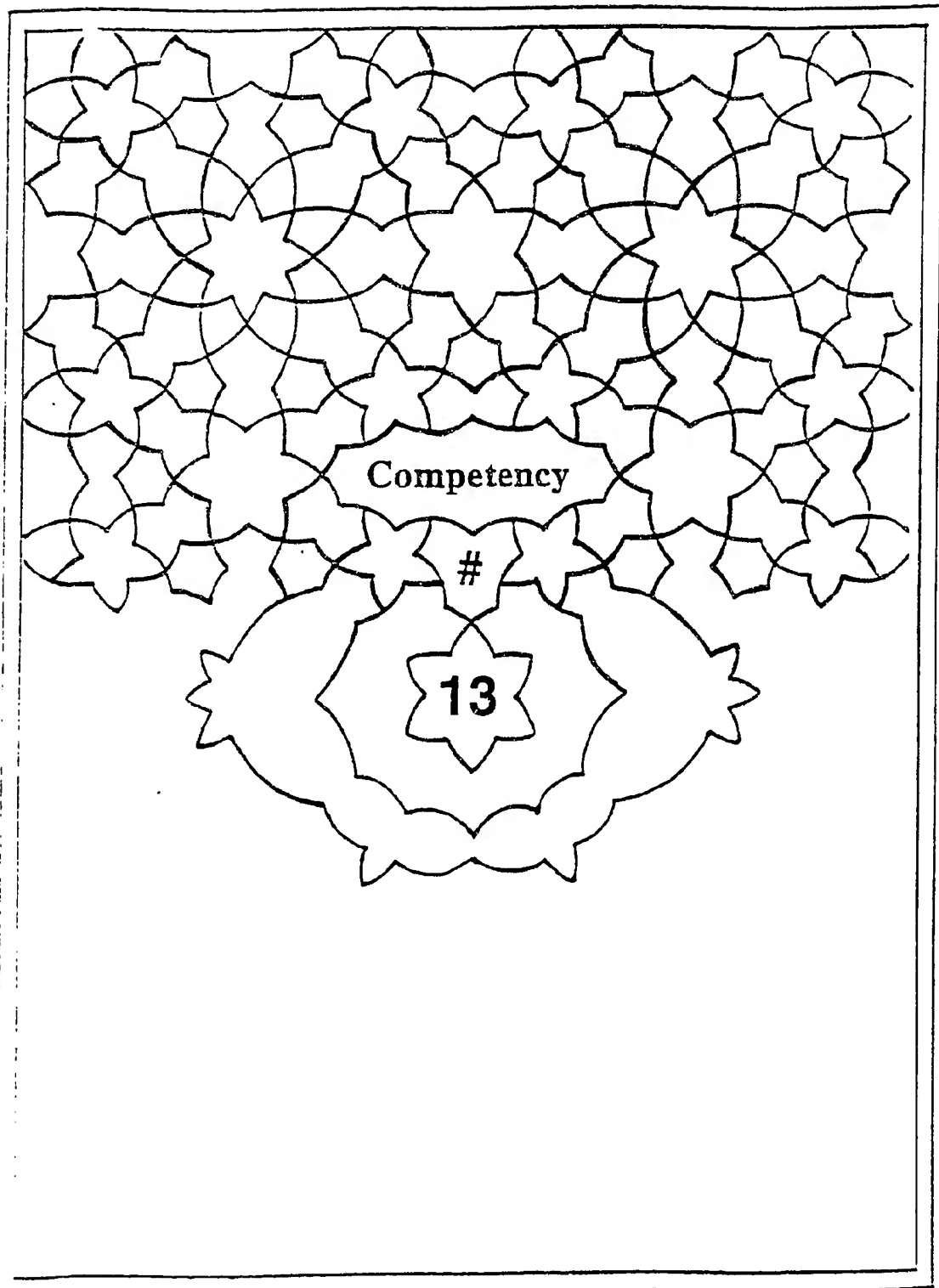
di:ma *ديما*
(ba3dh) sā3ā:t *(بعض) ساعات*
b3i:d *بعيد*

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: HEALTH AND ANATOMY

COMPETENCY: SEEK MEDICAL ADVICE AND HELP

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
3andik rundivu:ʔ عندك كبريت ديمو؟	nHibb nqa:bi:l iTbi:b غيب نقابل الحبيب
istanna shwayya, استنى مشويّة	i:h 3andi/ لي عندو
tawwa n3ayyiTlik. توقّ دعيّجك لك	la ma 3andi:sh لما عندنيش
āsh bi:k la bā:s? أش بيك لا جاس؟	ma3idti tu:ja3 yā:sir/ معدتي تو جعيلس
warri:ni nshu:f, hizz وريني شوف، هيز	3andi sxa:na/ عندي سخانة
Hwā:yjik, itnaffis, du:r! هوا يبك، اتقف، دور!	kirshi tijri: كوشتي تجروبي
qaddāsh 3andha قدّاش عندها	nha:ri:n نهاريّن
il Hkā:ya? الكايسة؟	
haw bāsh na3Ti:k حاو باش نهطيك	
dwa, w inshallah دوا عاون شاء الله	
la bā:s, w rudd bā:lik لا جاس، ورد باليك	
3la ru:Hik. على روجك	bislama, y3ayshik بسلامة، يعيشك
READING	WRITING

GRAMMATICAL FOCUS

Question words

āsh **آش**
qaddāsh **قداش**

Prepositions

3la **على**

Structures like

qaddāsh 3andha...? **قداش عندها...؟**

CULTURAL NOTES

Some people in rural areas still use some traditional treatments because they can not afford to go to a medical practitioner

Practically everyone benefits from the National Health Service and are treated for a symbolic contribution if not for free

Some people go to the practitioner only in serious cases, but not for a cold or a stomach ache

VOCABULARY

Nouns

Hwa:yij **حوایج**
dwa **دوا**
ru:H **روح**
bā:l **بال**
Tbi:b **تبیب**
ma3da **معدا**
sxa:na **سخانه**
kirsh **كرش**

Verbs

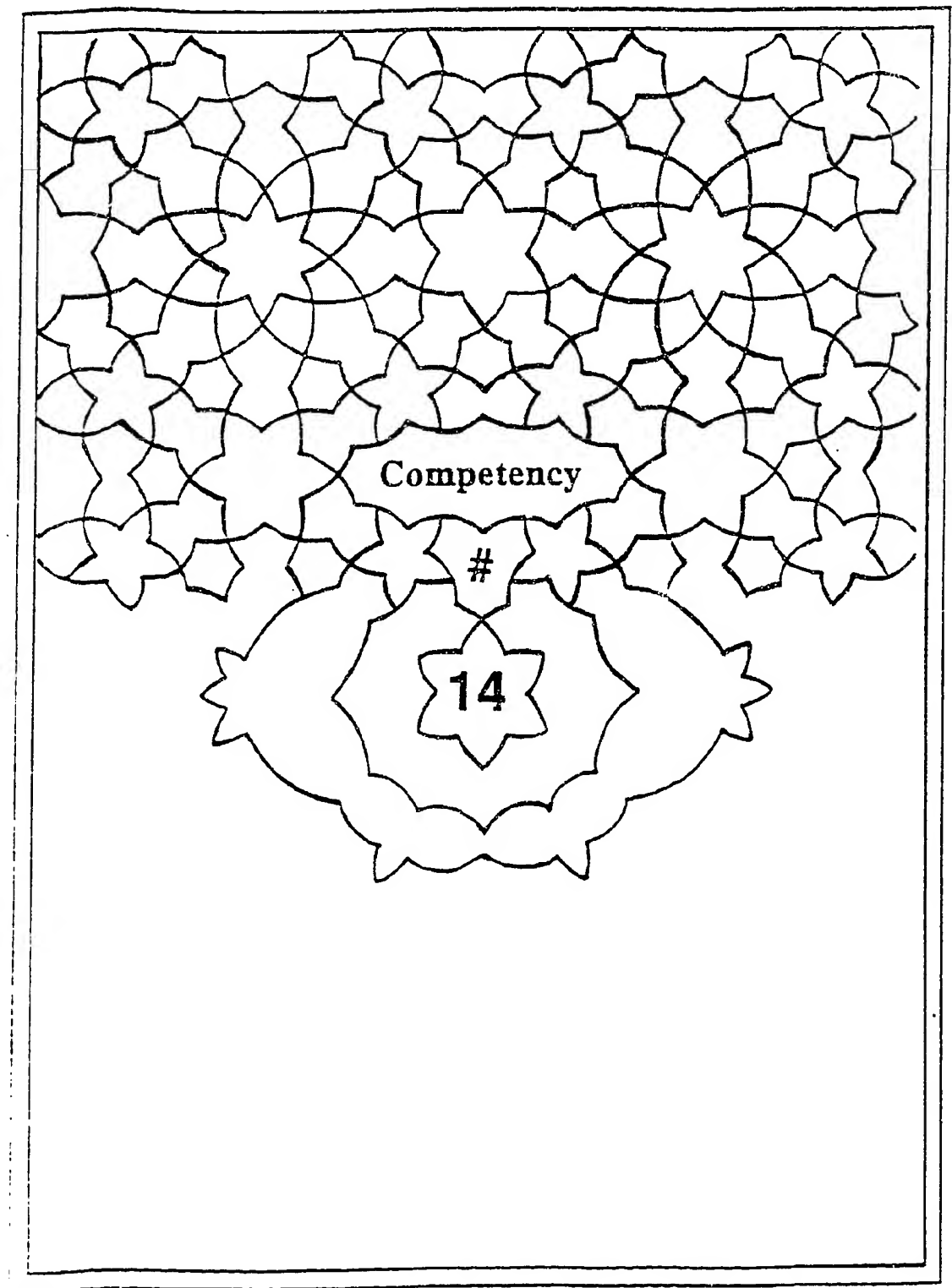
y3ayyiT **يعييط**
ywarn: **يقرن**
yijri: **يجري**
yhizz **يهرز**
yitnaffis **يتنفس**
ydu:r **يدور**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC:	TRANSPORTATION
COMPETENCY:	SELECT MEANS OF TRANSPORTATION CONSIDERING TIME.
GOAL	DISTANCE AND AVAILABILITY
OBJECTIVE:	UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
la ma thammā:sh لمانشاش	thamma trān yimshi ثم تران يمشي l zaghwā:n? لزنشوان؟
xu:D il luwa:j. خوذ اللواج	mala, kifā:sh nimshi ملا كيفاش نيمشي l zaghwā:n? لزنشوان؟
ma na3rafsh bqaddāsh ما نعرفش بقداش bidhdhabT بالحبص	bqaddāsh za3ma? بقداش زعمة؟
mumkin kul nuSS sā:3a ممكن كل خم ساعة	waqtāsh tuxruj? وقتاش تخرج؟
taqri:b sā:3a تقريب ساعة	w qaddāsh tuq3ud? وقتاش تقعد؟
il luwa:j xi:r mit trā:n اللواج خيد مالتوان 3la xa:Tir asra3 على خاطر اسرع wil wāHid Hurr til waqt والواحد حوري الوقت	bāsh nāxu it trān l su:sā بلش ناخو الزمان سوسة 3la xa:Tir id dinya sxu:nā على خاطر الدنيا سخونا w hu:wa klimatizi وهو كليماتيزي w artaH mil luwa:j وانتج مس اللواج
READING	WRITING
biā:yik il mHaTTa:t بلايك المحاتات	
maHaTTit tu:nis محطة تونس	
il janu:biyya الجنوبية	
maHaTTit il luwa:ja:t محطة اللواجات	
il awqa:t السواقات	
Dahā:b دهاب	
iyā:b اياب	

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GRAMMATICAL FOCUS

Question words

kifā:sh كيفاش
qaddā:sh قداش

The comparative

bā:hi → xir بلهي - خير

The future

The expression

za3ma زعمة

CULTURAL NOTES

There are special means of transportation in Tunisia, which are used to link remote areas with towns: they are called "naql riḥi".

It is always safer to travel by train: this does not mean that other means are not reliable.

In travelling by van, one has to use his/her own force to get a seat as there is no order of first come first served.

VOCABULARY

Nouns

lua:ج لواء
trān تران
dinya دنيا
waqt وقت
sā:3a ساعة

Verbs

yuq3ud يقعد
yuxruj يخرج
ya3raf يعرف

Adjectives

klimatizi:كليمايزي
sxu:na مستوحاة
Hurr حر
kull كل

Adverbs

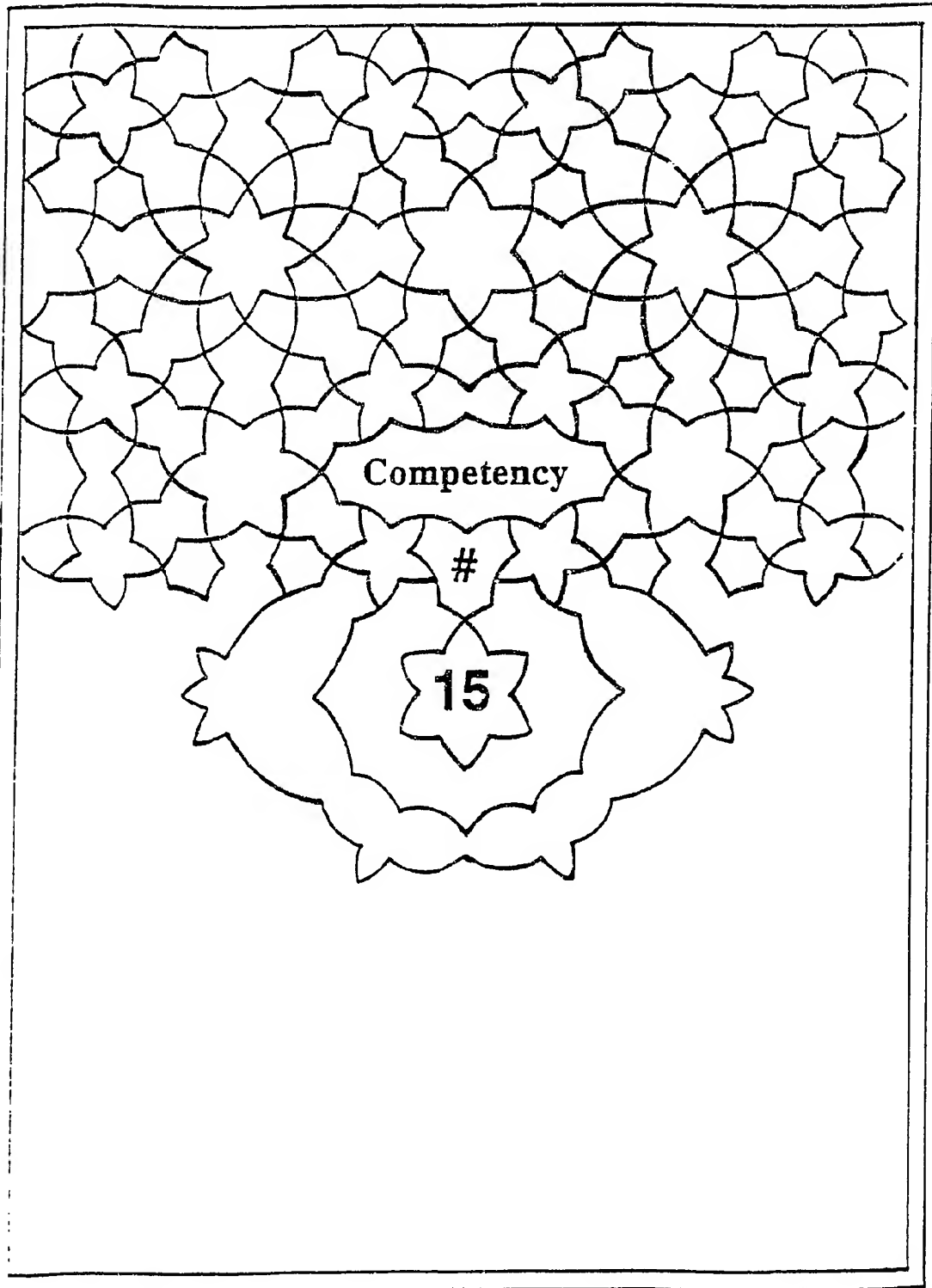
taqn:b تقريبا
biḥḥabT بالخصيص
māla مالا

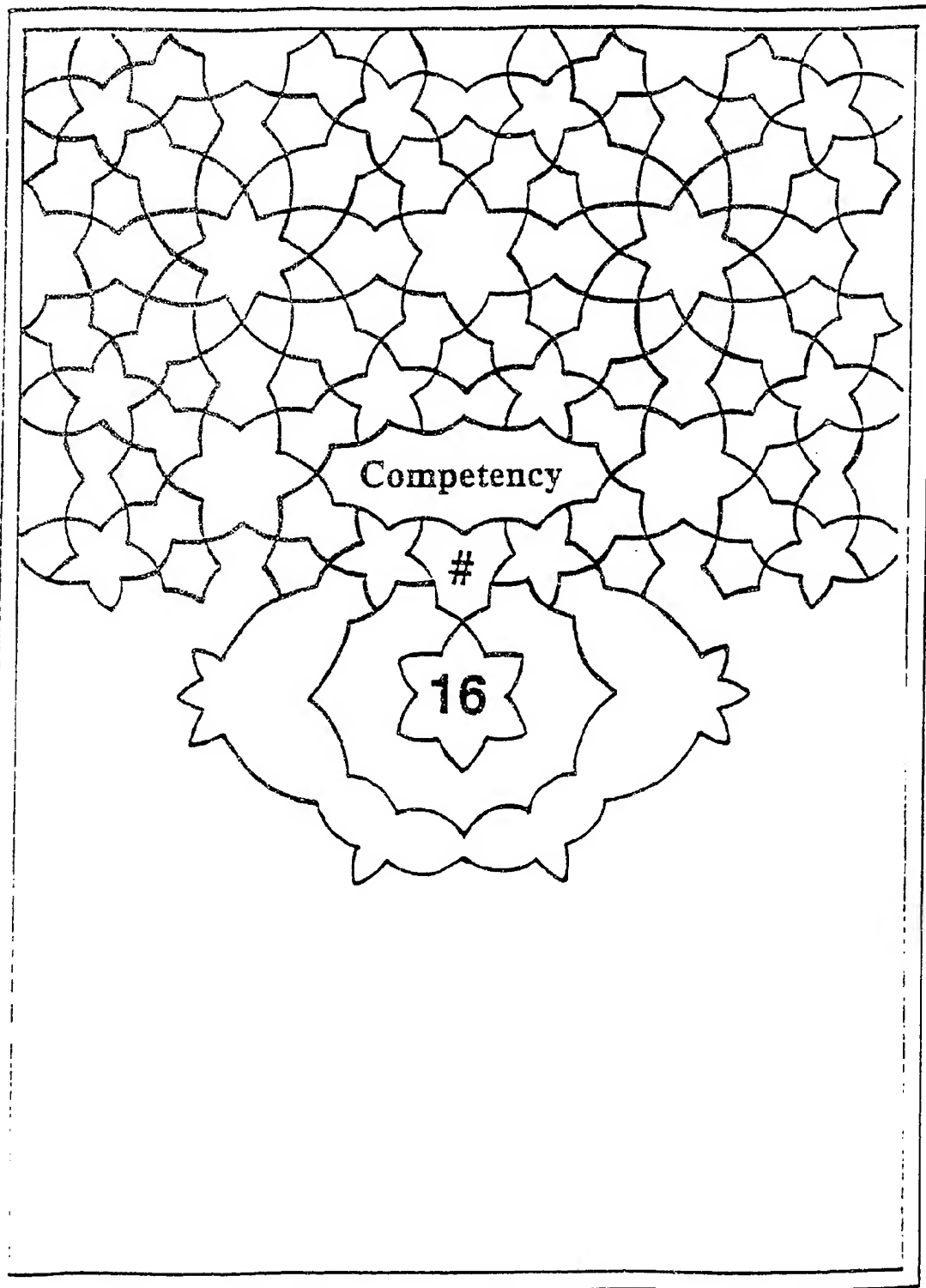
REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book





TOPIC: POLICE

COMPETENCY: DESCRIBE PEACE CORPS MISSION IN TUNISIA

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

ash ta3mil munadhdhimt أنت تعمل منظمًا
hayit issalā:m? هناك السلام؟

w shku:n kawwinha? وشكون كوينها؟

w 3andha barsha fi وعندها برشة في
tu:nis? تونس؟

w tawwa, āsh ta3mil? وتوّة، آش تعمل؟

SPEAKING

hiyya munadhma t3a:win هي منظمة تعاون
il buldā:n in na:mya البلدان النامية

kawwinha Kennedy كوينها كينيدي
3a:m 1961. عام 1961

min 3a:m 1962; 3a:wnit من عام 1962؛ علونيت
it twā:nsā fi barsha للخوانية في برشة
majā:lā:t, kif irriya:dha مجالات، كيف الريا:دها
wil flā:Ha... والفلحة

mazā:lit t3a:win ما زالت تعاون
it twā:nsa; thamma للتعاونية ثم
asā:tDa fil jā:m3a... أساتذتي جامعة

READING

WRITING

GRAMMATICAL FOCUS

Question words

shku:n شكون
āsh اش

Yes/no questions

3andha barsha ...? عندنا بارشة ...؟

The past tense**Conjugation of**

mazā:l مازال

CULTURAL NOTES

Very few Tunisians know about voluntary Organizations like Peace Corps, the Japanese or Swedish ones

Some people still think that all Americans are rich, including volunteers

VOCABULARY

Nouns

is salā:m السلام
munaghma منظم
buldā:n بلدان
asā:tDa أساتذة
majā:lāt مجاللات
riya:dha رياضة

Verbs

ykawwin يكتوون
ya3mil يعمل
y3a:win يعلمون

Adverbs

mazā:l مازال
lawwa لواء

Prepositions

min/ti من/في

Pronouns

barsna برشة

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic phrase Book

TOPIC: TRANSPORTATION

COMPETENCY: DESIGN A TRAVEL PLAN TO A SPECIFIC LOCATION

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

kifā:sh bāsh ta3mil كيفاش باش تعمل
bāsh timshi l xangit باش تمشي لخنقة
il jā:zya/su:sa/ الجازية / مسومة
sidi buzi:d? سيدلي جوزيد؟

waqtāsh yuxruj awwil وقتاش تخرج أول
trā:n? تخرج...؟

yilzmik ta3mil يلزمك تعمل
nzārvasyun fit trān نزارفاسيون في التران
walla la? ولا لا؟

READING

il awqa:t الاوقات

il inTilā:q الانطلاق
il wuSu:l الوصول
3abr عابر

SPEAKING

bāsh na:xu il luwa:j باش ناخو اللواج
w ba3d na:xu in naql وبعد ناخو النقل
ir ritfi الترفيه

na:xu it tra:n walla ناخو التران ولا
il luwa:j اللواج

yilzimni: na:xu il mitru يلزمني ناخو الميترو
nahbiT fi barshalu:na نهبيت في بارشالونا
w ba3d na:xu il mitru وبعد ناخو الميترو
marra uxa l mHaTTit مرة اخا ل محاتيت
il luwa:j min thamma اللواج من ثامما
najjim na:xu luwa:j نجيم ناخو اللواج
l su:sa walla l nā:biL لسوسا ولا ل نابيل

issab3a w draj السبعة و دراج

mush lā:zim موش لا زيم

WRITING

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GRAMMATICAL FOCUS

Question words

waqtāsh **وقتاش**
kifāsh **كيفاش**

Yes/no questions

.....walla la **ولا لا**.....

Present tense**Modals**

ynajjim **ينجيم**
yilzim **يلزم**

CULTURAL NOTES

Tunisians do not make maps of how to get to their houses nor even make travel plans

The concept of time is meaningless to some Tunisians; they do not, as such, ask for schedules to get the right bus or metro. They go to the stop and spend a long time waiting.

VOCABULARY

Nouns

nzā:rvasyu:n **نزاره راسيون**
tran/mitru/ua: **تران/ميترو/وا**
naql **نقل**
mHaTTa **مخاطبة**

Time

drāj **درج**

Verbs

yilzim **يلزم**
yā:xu **ياخو**
yahbiT **يهبج**

Adjectives

lā:zim **لازم**
ā:xir/uxra **آخر/أخري**

Prepositions

ba3d **بعد**

Adverbs

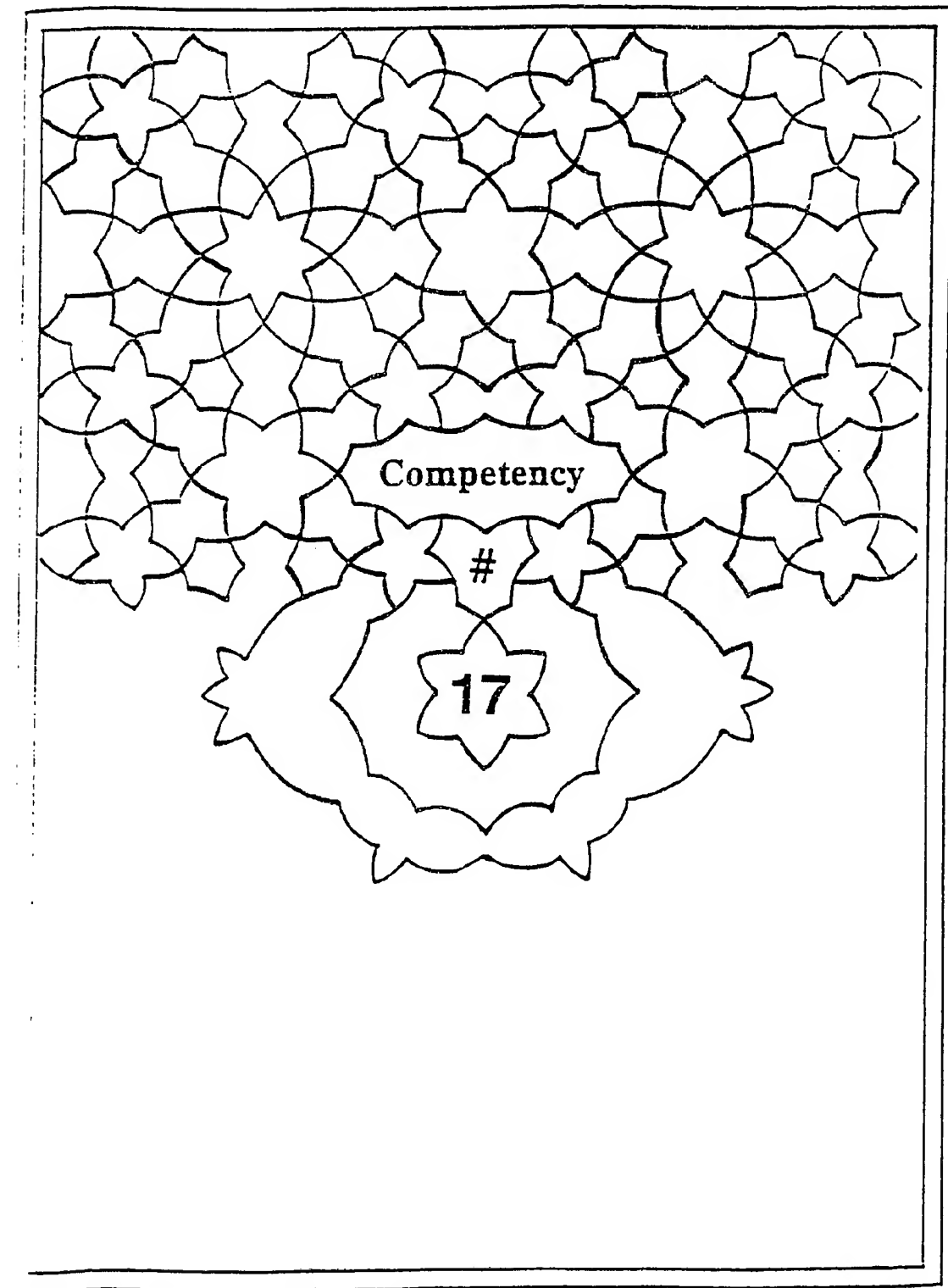
lamma **لما**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: POLICE

COMPETENCY: OBTAIN "CARTE DE SEJOUR"

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

āsh/ 3andik? /آش/ عندك؟
/Hashtik? /هاشتك؟

ji:b il kuntra:tu walla /جيب الكنترا:تو واللا
warqit il ma walla /ورقية الما واللا
iddbaw w thlātha /اليدبوا وثلثة
lSa:wir w 3ammir /لصاوير وعمار
il warqa/maTbu:3a hā:Dā /الورقة/المطبوعة

ba3d 3ashra ayyā:m /بعد عشر أيام

3ashra ayyā:m /عشرة أيام

SPEAKING

nHibb nTalla3 kart /فب نطالع كارت
siju:r. shniyya /سجور شنيية
il awra:q illā:zma/ /الاوراق اللزما
ash yilzimni? /آش يلزمني؟

waqtāsh taHdhar? /وقتاش تحضر؟

qaddāsh tuq3ud bāsh /قداش تقعد باش
taHdhar? /تحضر؟

READING

maTbu:wit il kart /مطبوعة الكارت
d siju:r /د سجور

WRITING

ta3mir il maTbu:3a /تعمير المطبوعة

GRAMMATICAL FOCUS

Question words

āsh **أش**
qaddāsh **قداش**
waqtāsh **وقتاش**

Demonstratives

hā:Da (m.) **هنا**
hāDā:ka **هناك**
hā:Di (f.) **هنا**
hāDi:ka **هناك**
hāDu: kum (pl.) **هناكم**

Infinitive with

bāsh **باش**

The imperative**The dual and plural of some nouns**

nha:r/nha:ri:n **نهارين**
thlāthā ayyā:m **ثلاثة أيام**

CULTURAL NOTES

Deadlines are not carved in stones; they are not always respected by administrations. Sometimes it takes a month for paperwork, that needs only one week, to get processed. As a matter of fact, the enquirer ends up coming and going without any previous notice.

VOCABULARY

Nouns

kart **كارت**
awra:q **أوراق**
kuntratu **كنتراتو**
ma: **ما**
dhaw **ذو**
taSwi:ra **تصوير**

Adjectives

lā:zim (m.)/lā:zma (f.) **لازم / لازمة**

Verbs

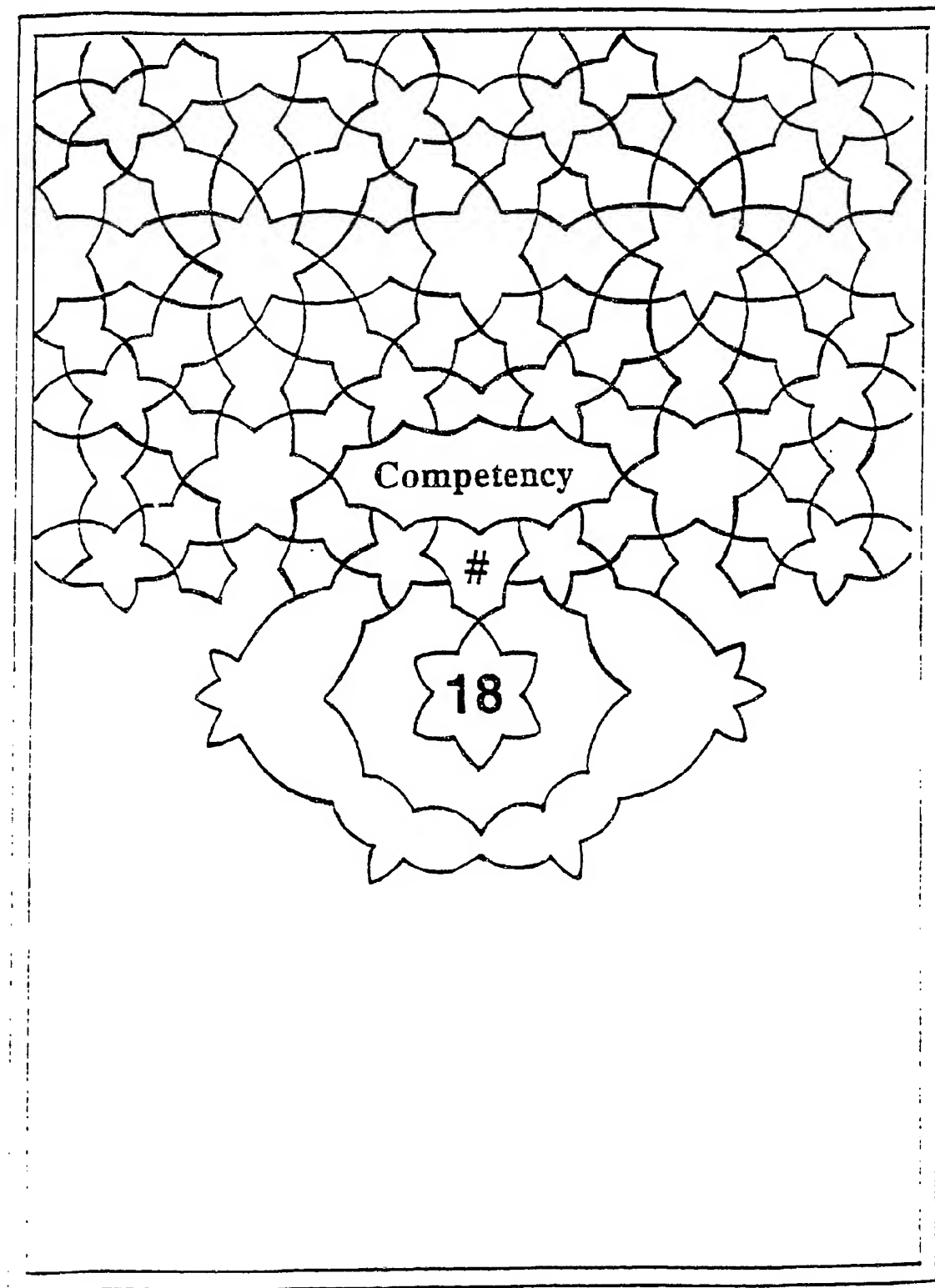
"Ha:ja" **حاجة**
yTalla3 **يحتاج**
yHibb **يحب**
yilzim **يلزم**
yuq3ud **يقتد**
yaHdbir **يحضر**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: EVERYDAY LIFE

COMPETENCY: RESPOND TO "HASSLING" INCIDENTS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING	SPEAKING
qaddāsh il waqt? قَدَّاشِ...الوقت؟	ma 3andi:sh waqt ما عنديش وقت
nHibb naHki m3a:k نحب نكي معاك	naHHi yiddik; آفتي ييتديك āsh tHibb? آفتي تحب؟
3ijbu:ni 3in:ik عجبوني عينيكي	yizzi. y3ayshik. يترقب...مديعديشك aHtram ru:Hik, y3ayshik احترم روحك...مديعديشك
	ana nuskun y nixdim أنا نسكن ونخدم fi blā:dik في بلادك āna mush turi:st أنا موش توريست
	xalli klā:mik 3andik خالو كلامك عندك wib3id 3liyya min fadhlik ربيد عليك من فادلك
READING	WRITING

GRAMMATICAL FOCUS

Question words

qaddāsh **قَدْ أَشْ**
āsh **أَشْ**

The possessive

Use of personal pronouns after prepositions

m3a ya **مَعَايَا**
m3a: k **مَعَايَاكَ**

The imperative

The conjugation of the adjective

yizzi **يُزِي**

CULTURAL NOTES

Hassling is much more frequent in big cities

Tunisia is a touristic country; some of the tourists are loose, so the simple fact of having western features can lead to hassling, however, a diplomatic and fluent use of Arabic can minimize it.

VOCABULARY

Nouns

waqt **وَقْتُتْ**
3ini:k **عَيْنِيَكْ**
yidd **يَسْدْ**
ru:H **رُوحْ**
blā:d **بَلَادْ**
turi:st **تُورِيَسْتْ**
klā:m **كَلَامْ**

Verbs

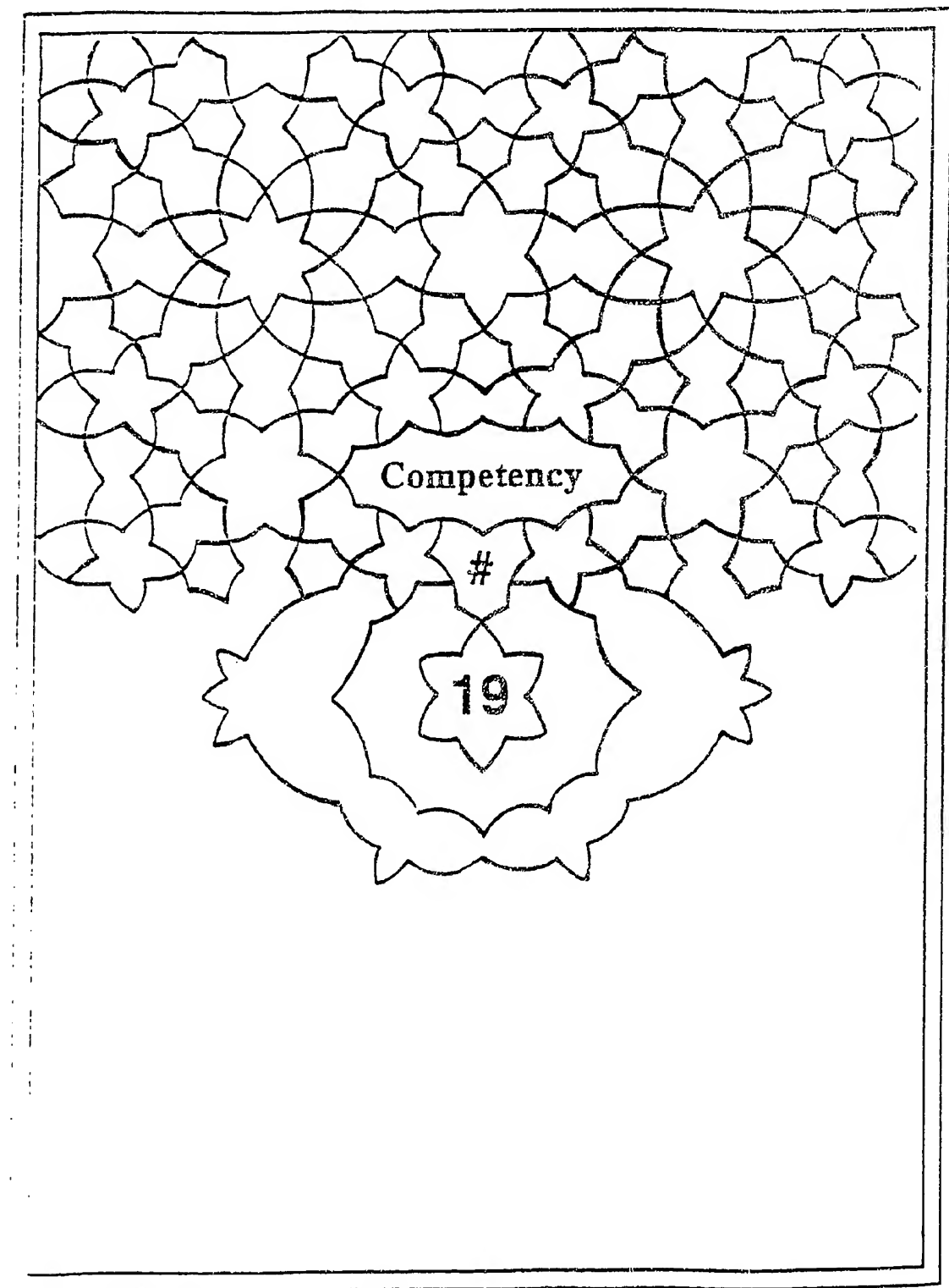
ynaHHi **يَنْحَوِي**
yHibb **يُحِبُّ**
yi3jib **يُجِيبْ**
yib3id **يُبْعِدْ**
yuskun **يُسْكُنْ**
yixalm **يُخَالِمْ**
yiHtram **يُحْتَرِمْ**
yxalli **يُخَالِي**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: HOUSING

COMPETENCY: DESCRIBE HOUSING PREFERENCES AND PURCHASE HOUSING NEEDS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

tfadhil, āsh Hashtik تفاضل... آتش هاشتیک

3andi da:r b mya عندي دار بمية
w xams:n وخمسين

qaddā:sh tHibb min bi:t? قدأش تحب من بيت؟

SPEAKING

nlawwij 3la da:r lilkra نلوج علو دل الكرا

maDa biyya fiha ma sxu:n ما دا بيا بيا ما سخون

samaHni ma najjim ملحنني ما نجيم
nidfa3 kā:n tis3i:n ندفع كلن تسعين

idda:r hā:Di mnidya الدار حاذ منديا
w āna nHibb da:r fīT و أنا نحب دار فيت
Ta:q lu:l الطابق العلوي

bi:t waHda tizzi:ni بيت وحدة تزييني

naqiSni ناقيسيني
Hashti b هاشتي ب
a3Ti:ni اعطينيني

READING

WRITING

GRAMMATICAL FOCUS

Question words

qaddāsh **هتدالاش**

Expressions of need

Hashti **حاشتي**
naqiSni: **خاقصني**

Expressions of preference

maDa biyya **ماخابيا**

The imperative

The present progressive

(qa:3id) + na:kul **تعايد... + ناكل**
nlawwij **نلقج**

CULTURAL NOTES

The first floor for Tunisians is not the ground floor

Even though some Tunisian landlords do not want to make a contract, it is very important to have one. Without a contract, it is very difficult to get a "carte de séjour"

Unless one speaks French, it is good to be accompanied with someone who understands the language because almost all contracts used are in French.

Some landlords ask for a down payment/ guarantee of one or two months rent, or some will coach you on how to get around having to have a housing contract

VOCABULARY

Nouns

da:r **دار**
sn:r **سدر**
bi:t **بيت**
Ta:wla **طاولة**
baTTaniyya **بجانيية**
mya/xamsi:n **مئة وخمسين**
ma **ما**
krā **كرا**
alf **الف**
Ta:q **طاق**

Verbs

ysnu:f **يشوف**
ylawwij **يلقج**
yikri **يكرى**

Adverbs

kā:n **كان**

Adjectives

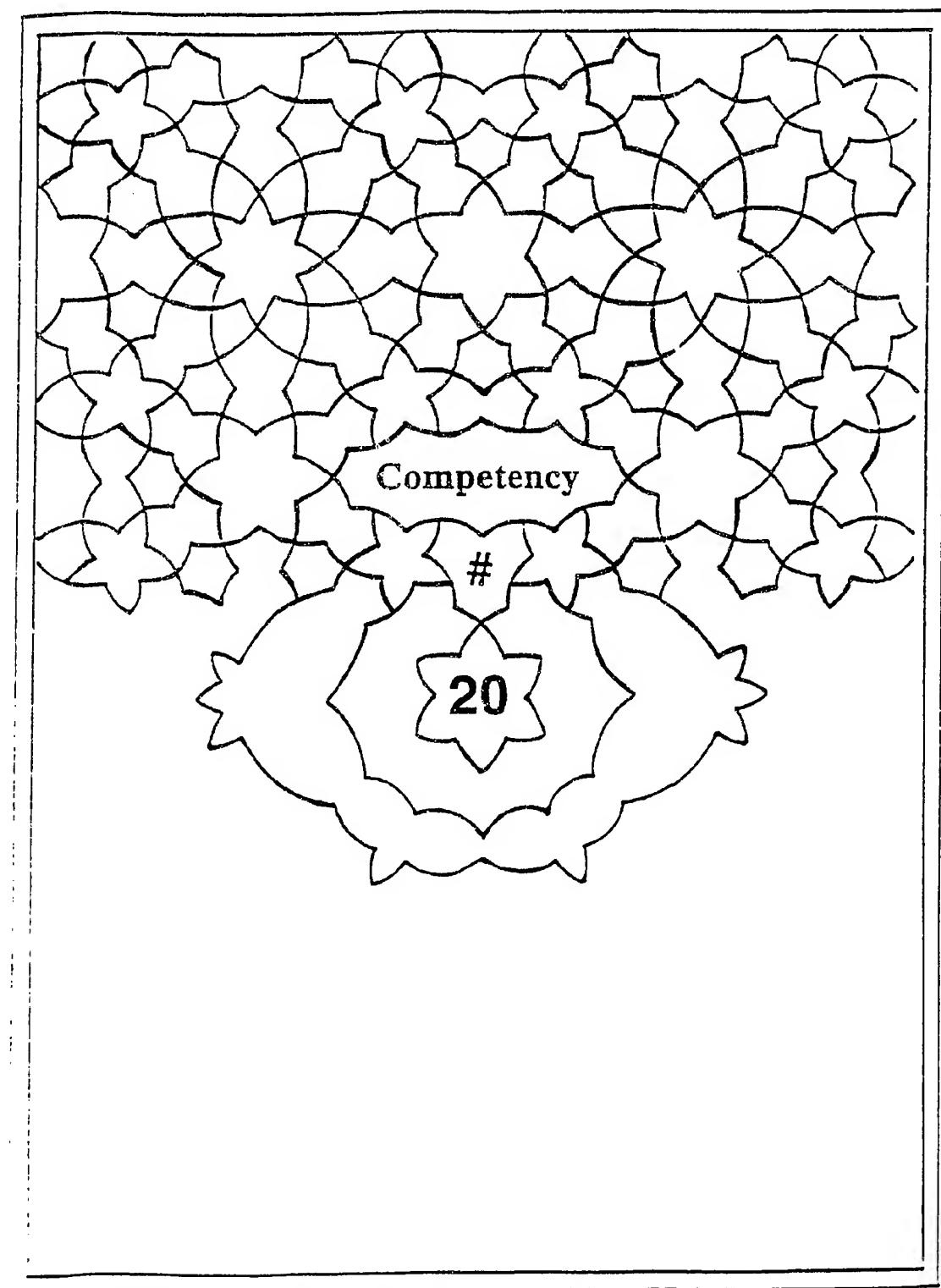
waHda **وحدة**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: FAMILY

COMPETENCY: PROFFER/ACCEPT/DECLINE INVITATIONS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

illi:la bash tiffadhdhil
tit3ashsha baHDā:ya!

il yu:m bāsh timshi
tufTur m3aya

hayya nimshi:w nushrbu
Haja!

āsh ta3mil?

hu:wā yji: minnu:
inti dhi:fi

inshallah!

SPEAKING

bahi, bark allahu fi:k

maDa biyya, ama 3andi
ma na3mil: xalli marra
uxra inshallah:

samaHni, tawwa ma
najjimsh

bāsh nxallaS

tnajjim tji: m3a
issitta w nuSS?

READING

WRITING

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GRAMMATICAL FOCUS

Question words

ash

The future

Structures like

hayya

huwa yji:

Declension of prepositions & adverbs

CULTURAL NOTES

When invited, some Tunisians take some fruits or cakes to their host families.

Tunisians often offer to treat friends; it is not customary for each to pay for himself/herself.

One should expect hosting families to insist that their guests eat from everything, even food they do not like. Diplomacy in finding a way out should always be remembered.

Some families still eat from the same dish and drink from the same glass.

One is expected to wait for tea to be served before leaving.

VOCABULARY

Nouns

fTur

3sha

sitta

nuSS

dhi:f

modal

ynaajim

Verbs

yit3ashsha

yufTur

yushrub

yxalliS

ya3mil

yitfaqhahil

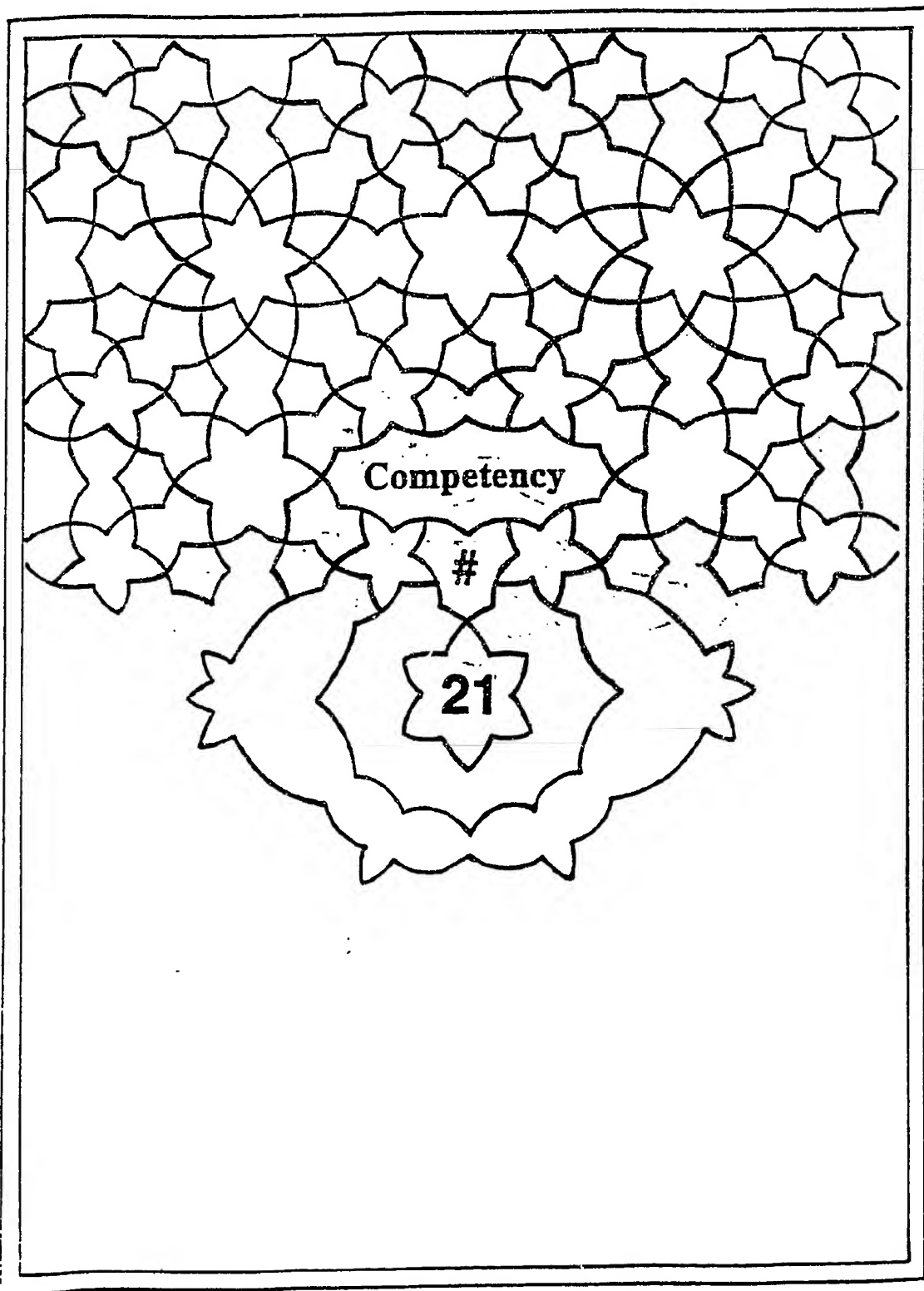
yxalli

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: POLICE

COMPETENCY: REQUEST AND GET EMERGENCY HELP

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

āsh bi:k? آفشي بيك؟

ma txa:fish! ما تخافش!

shbi:k la bā:s? شبيك لابس؟

SPEAKING

ijri:wil /Sa:Hbi dax اجري ويل / ساهبي داخ
/Sa:Hbi dharbu / ساهبي دهاربو
il kurun/dhdhaw لاكورن / لا دهاو

ta3mil mziyya nhuzzuh تعمل مزيية نھزھ
lil ist3ja:li لا استعجال لي

Ta:Hit 3liyya madriyya طاحت علي مادية
w ma najjimsh na:qif 3la وما نجي مش ناعف 3لا
sa:qi, y3ayshik uTlub ساق، ي3ايشيك اطلب
il ida:ra w qul lhum لي اذارا و قول لهم

lis3itni 3aqrab لستعني قريب

hizni lil bu:sTa, y3ayshik هزني للبوس تا، ي3ايشيك
nHibb na3mil talifu:n غب نعمل تاكفون
anuom

da:ri tsarqit, timshi دار، تسرقيت، تمشي
m3aya lil markiz, y3ayshik م3اية للمركز، ي3ايشيك
shi3lit inna:r fi da:ri شعلت النار في دار،
uTlub il Himaya, fi:sa3 اطلب حماية، في:سا3

READING

WRITING

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GRAMMATICAL FOCUS

Question words

أش *ash*

The imperative

The passive

توقفت *tHarqit*

تسوقفت *tsarqit*

The past tense

Prepositions

Interjections

CULTURAL NOTES

Firemen do not leave their department before making a check-up call of the number they were given.

It is always good to have one's ID when going to the police station or the Emergency

Even at the Emergency, one sometimes has to wait.

A first aid common practice in rural areas is to cut the scorpion sting out with a knife to get the poison out.

VOCABULARY

Nouns

Sa:Hib *حاسب*
madiyya *مادية*
sa:q *ساق*
busTa *بسط*
talifu:n *تلفون*
lda:ra *ادارة*
da:r *دار*
markiz *مركز*
shurTa *شرطة*

Verbs

yhizz *يحزن*
yxa:f *يفتأف*
yTi:H *يحطّ*
yilsa3 *يلسع*
yuTlub *يطلب*
yqu:l *يقول*
yisraq *يسرق*

Adverbs

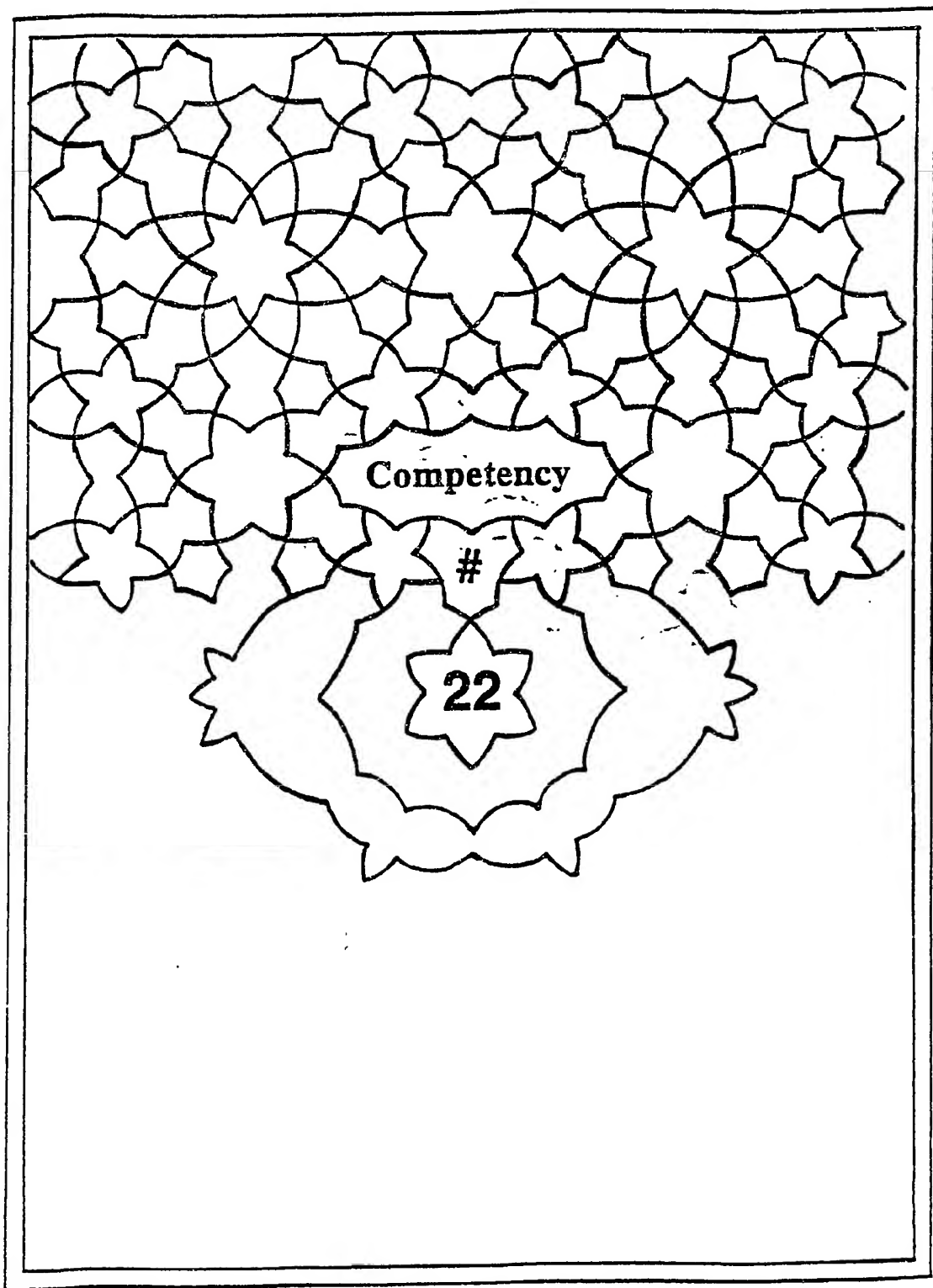
fi:sa3 *فيسع*

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: SHOPPING

COMPETENCY: PURCHASE CLOTHING

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

i:h, 3andna ايدهم فندنا
la, ma 3andnā:sh لاء ما عندناش
azraq fā:taH walla gha:maq? انت خاتمة غامق؟
3andna, shnuwwa ittay عندنا شنو التلي
illi tHibb? التي حب؟
tfadhbil تفصيل
thn:n w 3ishri:n dina:r ثنين و عشرين دينار
la ma 3andnāsh لاء ما عندناش
biTbi:3a! بالظبيعة!
warri:ni nshu:fl حزين نشو فل!
Hlu, ja qaddik حلو و جادك

SPEAKING

3andkum/swā:ri? عندكم لا حارب؟
/srā:wil? لاسو لول؟
3andkum fil mudal ha:Da عندكم في المدال هاد
fil azraq? في الأزرق؟
fā:taH فاتح
arb3i:n أربعين
bqaddā:sh? بقاداش؟
ma 3andkumsh srā:wil ما عندكمش سوليل
Suldi:? حويلتي؟
najjim nqi:s? نجيم نقيس؟
shnu ra:yik? شنو رايك؟

READING

tikiyāt il aswa:m تكيات الاسوم
Su:ld حويلد
rimi:z رميز

WRITING

lista mtā:3 ilHwā:yij ليست متاع الحوايج

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GRAMMATICAL FOCUS

Question words

bqaddāsh **بِقَدَّاشْ**
shnu **شْنُو**

Yes/No questions

The interrogative

The present tense

The plural

Declension of

qad **قَدَّ**

CULTURAL NOTES

Prices in stores include (VAT) tax; it is not like the States where tax is added to the prices of items purchased. Prices in stores can not be negotiated.

Sizes all over the country are European (continental) not American, and only imported items have both.

VOCABULARY

Nouns

siwā:l **سِوَالِي**
suriyya **سُورِيَّة**
mudā:l **مُدَالِي**
dina:r **دِينَار**
ta:y **تَاي**
ra:y **رَاي**

Verbs

ywari **يَجْزِي**
yshu:f **يَسْجُف**
yqi:s **يَقِيَس**

Adjectives

azraq **أَزْرَق**
gha:maq/fā:taH **غَامَقْ / فَاْتَا**
Suldi **سُلْدِي**
Hlu **حَلُو**
qad **قَدَّ**

Adverbs

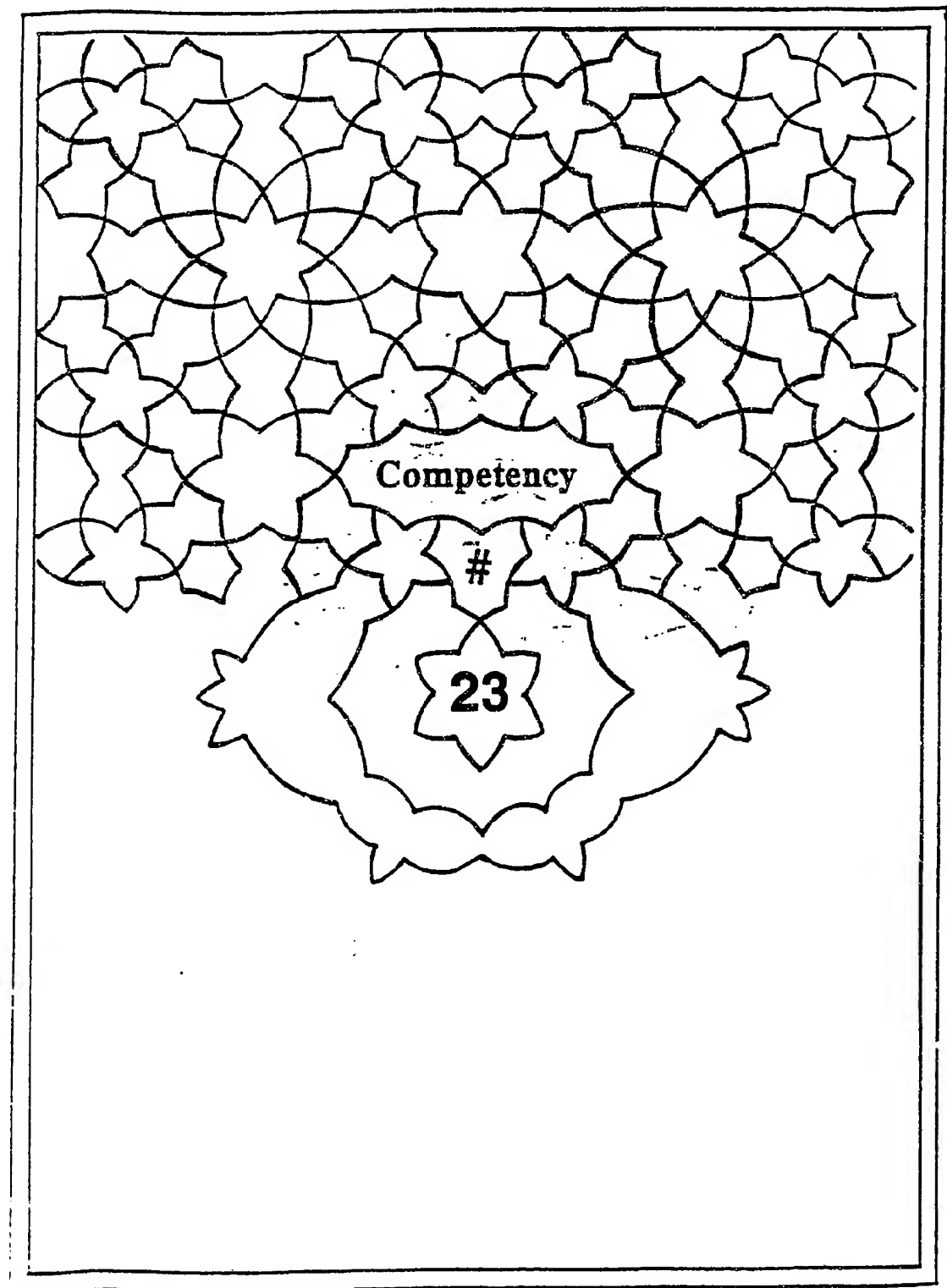
bīTbi:3a **بِالطَّبِيعَةِ**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: OPINION TALK

COMPETENCY: RESPOND APPROPRIATELY IN POLITICAL AND RELIGIOUS DISCUSSIONS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

3la:sh ma tislimsh عاش ما تسلمش

shnu rayik fi syāsī شنو راك في سياسة
tu:nis? تونس؟

shnu rayik fi /Clinton شنو راك في كلنتون
/Bush? بوش؟

shnu rayik fi syāsī شنو راك في سياسة
amarika fil 3a:lam? امريكا في العالم؟

SPEAKING

rabbi yahdi, w kull ربي يهدي، وكل
wā:hid w di:nu واهد ودينو

is syāsa fi blā:di ma السياسة في بلادنا ما
thimni:sh, xalli fi blā:dik تمنيش، خالي في بلادك

rayi mush muhim راي مش مهم

niHtfagh b rayi نتفخر براي

xallina naHdi: w 3la Haja خالفنا ناهدي: و 3لا حاجة
thimna, ama is syāsa/ تمننا، أما السياسة/
id di:n 3andhum mwā:hum يد دين 3اندھم مواهم

READING

WRITING

GRAMMATICAL FOCUS

Question words

3la:sh عَشْ

Prepositions

3la عَلَى

fi فِي

The negative form

The present tense

Structures like

ni-tfadh b rayi نَتَفَضِّلُ بِرَايِي

xalli خَلِّي

CULTURAL NOTES

Arabic is the language of Islam and it is no wonder that people will ask anyone speaking that language to convert to Islam.

Some people are inclined to talk about politics in general and the American policy vis-à-vis Arabs in particular.

VOCABULARY

Nouns

3a:lam عالم

siyā:sa سِيَاَسَة

ra:y رَاي

rabb رَبِّ

di:n دِين

blā:d بَلَد

mula مَوْلَا

Verbs

yislim يَسْلِم

yahdi يَهْدِي

yaHki يَهْكِي

yhimm يَهْم

yiHtfadh يَتَفَضَّل

yxalli يَخْلِي

Adjectives

muhimm مهم

Conjunctions

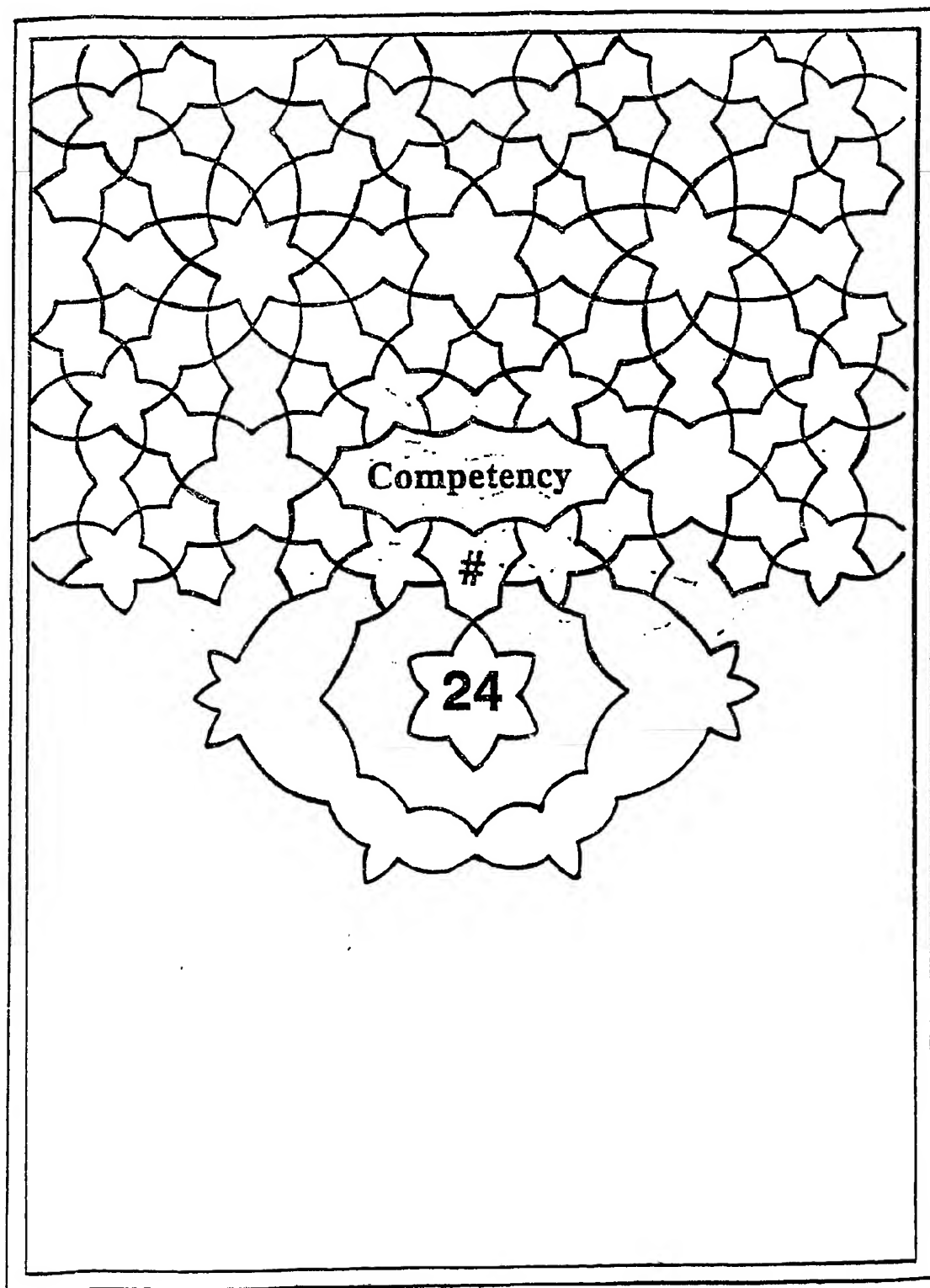
amma أَمْ

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: HEALTH AND ANATOMY

COMPETENCY: DESCRIBE COMMON AILMENTS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

shbirk la bās? شبيكة لابس؟

mā ri:tish fatHi il yu:m? ملو ريش فتي اليوم؟

3andik barsba mri:dh? عندك بربوطة امريخ؟

inshallah la bās! ان شاء الله لا لابس!

SPEAKING

xashmi yijri خاشمي يجري
kirshi tijri كرشتي تجري

grā:jmi yaHrqu غراجمي يفرق

ra:si yu:ja3 راسي يوجع

la, ma jā:sh: yudbhuri/ لا، ما جاش يذموري
biqhdha:hir mri:dh بالخداهو مريخ

tawwa 3andi thlātha ayyā:m! توفف عندك ثلثة ايام!
w āna na3Tas w nkuH وانا ناظاس و نكو

READING

WRITING

GRAMMATICAL FOCUS

Question words

ash أش

Structures like

dhahiri/bidhahiri بالظلم

The past tense

The internegative

The present perfect

3andik barsna عندك بارشنا

tawwa 3andi تو عندي

CULTURAL NOTES

Tunisians use euphemistic language when enquiring about someone's health or talking about diseases

Quite a lot of people do not go to a practitioner unless they are very sick

VOCABULARY

Nouns

yu:m يوم

Parts of the body

ra:s رأس

sā:q ساق

kirsh كف

3l:n عين

grā:jim فراجم

Verbs

yra يؤرق

yu:ja3 يوجع

ya3Tis يخبط

ykuHH يكح

yaHraq يحرق

yijri يجري

Adjectives

mr:dh مرح

Adverbs

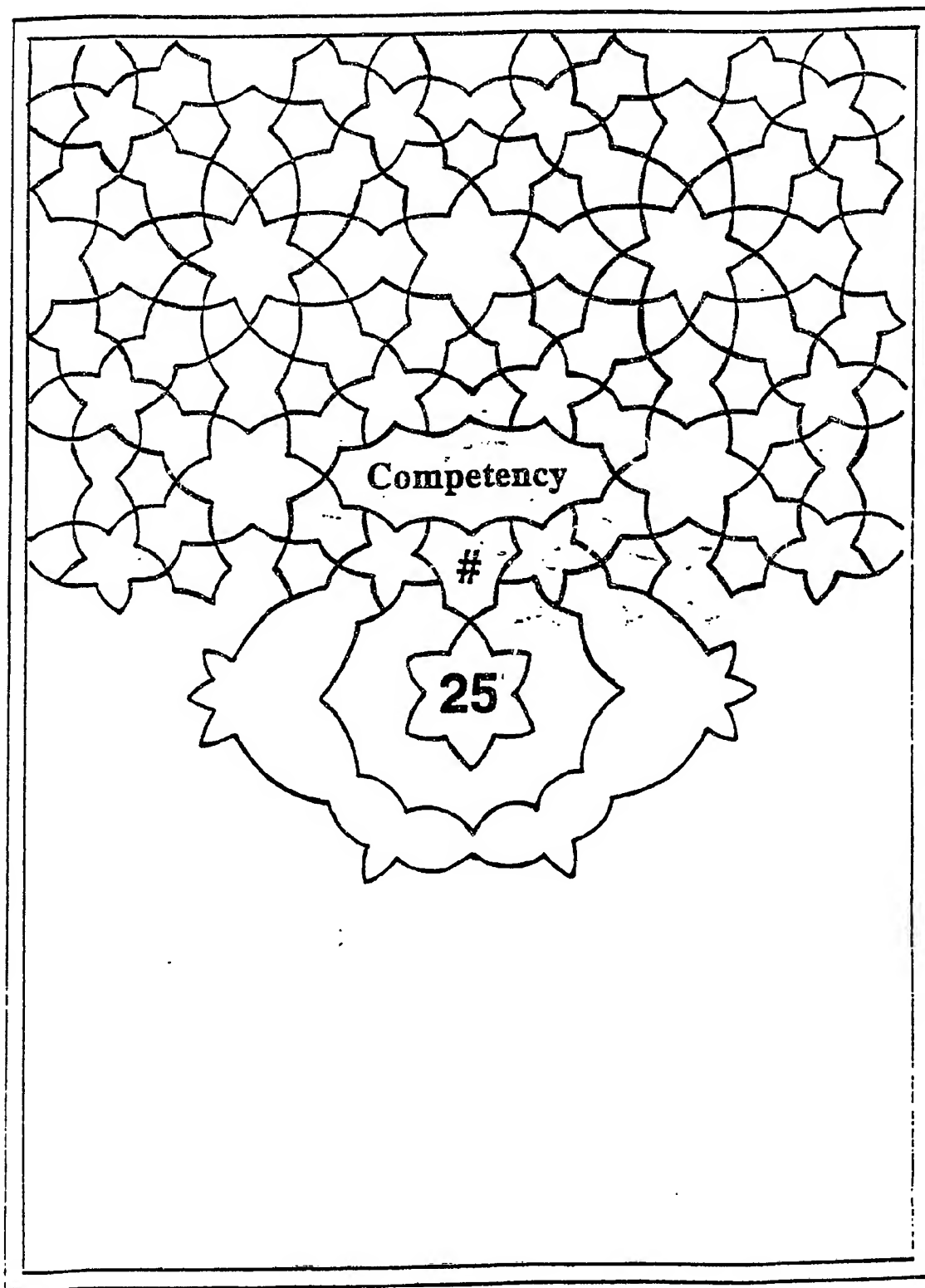
tawwa تو

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: HOUSING

COMPETENCY: MAINTAIN A HOUSE/APARTMENT AS RELATES TO CONTRACTS, MOVING IN,

GOAL: PAYING RENT AND BILLS

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

yilzmik tiqra **يلزمك تقرأ**
il kuntratu qbal **الكنترات قبل**
w tiffim ish shuru:t **وتفهم الشهور**

yilzmik tidfa3 il kra **يلزمك تدفع الكرا**
Hasb ish sharT illi **حسب الشارط اللى**
fil kuntratu **فى الكنتراط**

il ma w idhdhaw mush **الما و ايددhaw mush**
daxli:n fil kra **داخلىن فى الكرا**

la, yilzmik tshāwir **لا، يلزمك تشاور**
il mallā:k qbal **المللاك قبل**

yilzmik txalliS il ma **يلزمك تخلىس الما**
w idhdhaw fil waqt ma **و ايددhaw فى الوقت ما**
kānsh yquSSuhum 3li:kā **كانش يقوسسهم لى:كان**

waqt ma t-Hibb **وقت ما تـحب**
fi uoxir ish shhar **فى اواخر الشهور**

SPEAKING

il ma dā:xil fil krā? **الما داخلى فى الكرا؟**

najjim nkassir il Hi:T **نعم نكسر الـ Hi:T**
hāDa? **هنا؟**

waqtāsh najjim naqqil? **وقتاش نجمع نقل؟**

READING

annu:ns **انوس**
dyā:r lil krā **ديار للكر**

WRITING

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GRAMMATICAL FOCUS

Question words

waqtā:sh متى

Structures like

āna أنا

xalli خلي

Relative pronouns

illi الذي

Demonstrative pronouns

Modals

The present tense

CULTURAL NOTES

One should be home the day the man from the electric or water company comes to do the meter reading, otherwise the amount of money will be approximate to the previous one.

Rents are more expensive in big cities than smaller towns. In rural areas it is very cheap to rent a house.

An unmarried couple sharing a house is not a common practice in Tunisia; in fact it is not accepted.

VOCABULARY

Nouns

kuntratu كنتراتو

sharT شروط

krā كرا

dhaw ذو

mallā:k ملايك

Hi:T حيط

Adverbials

fi (i) l waqt في الوقت

Verbs

ynajjim ينجم

yHawwil يحوّل

yiqra يقرأ

yifhim يفهم

yshā:wir يشاور

yquSS يقفح

ykassir يكسر

Adverbs

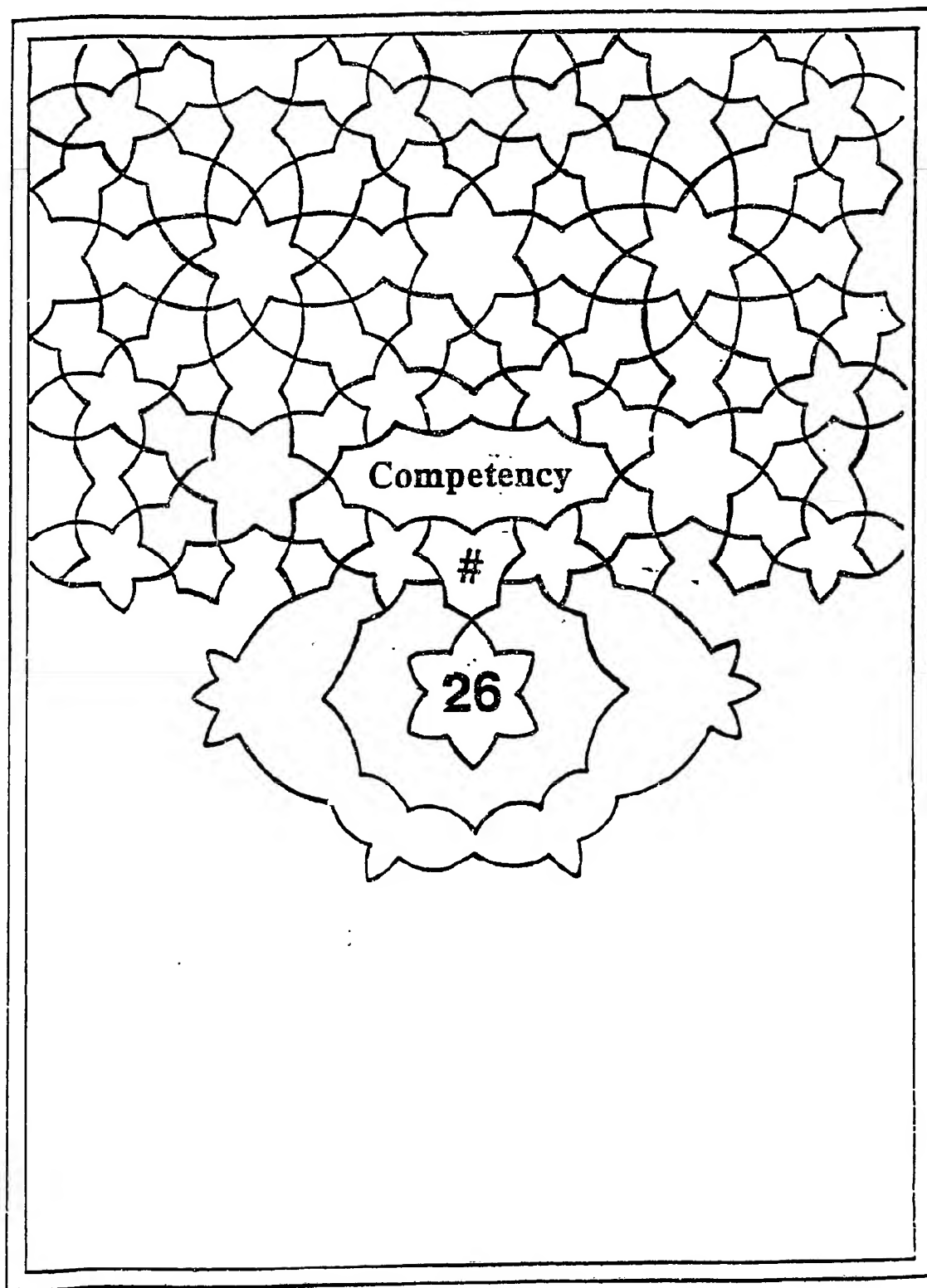
ma kā:nish ماكانش

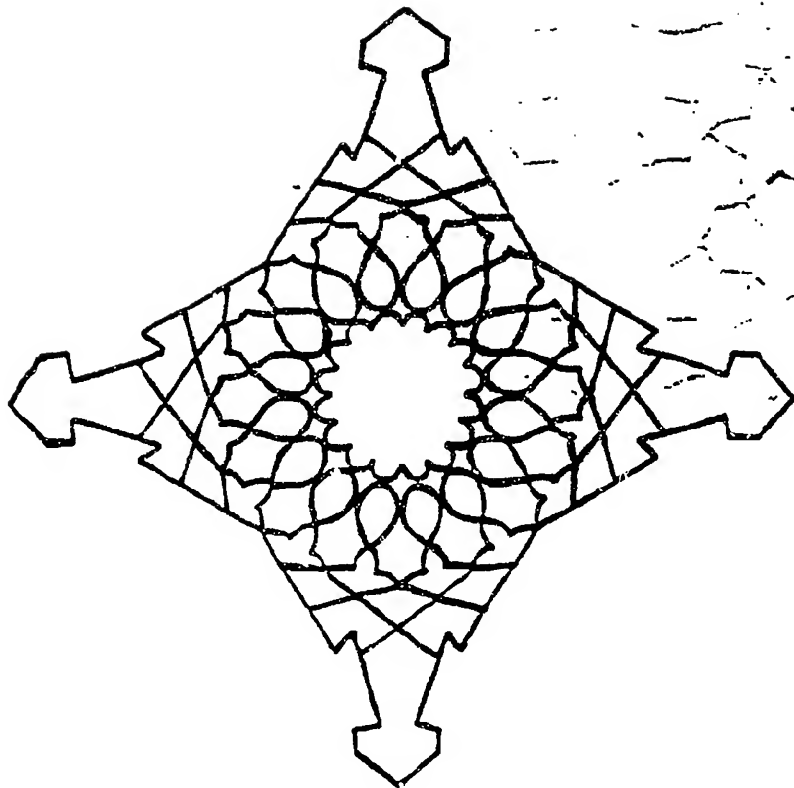
REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

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Arabic Phrase Book





89

TOPIC: FOOD AND DRINK

COMPETENCY: DESCRIBE BASIC KITCHEN UTENSILS AND THEIR USE
GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

3andik /kuku:t? عندك كوكوت؟
/shqa:la kbi:ra? شقالة كبيرة؟

wi:n bāsh tghalli بين باش تغلي
il maqaru:na? المقرونات؟

w bāsh tSaffi:ha? دالاش تمق بها؟

wi:n iTayyib iTajjin? من خطيب الطاجين؟

SPEAKING

i:h, 3andi ايدي عندني
la, ma 3andi:sh لمار عندنيش

fil maqfu:l في المقفول
SIT

bil kiskā:s بالكسكاس

fil fu:ma في الفومجة

yilzimni: shawwā:y يلزمني شواوي
w kisā:n وكيسان

READING

il aswā:m التسموم

WRITING

GRAMMATICAL FOCUS

Question wordsbā:sh wi:n **The future****The negative****Modals****Prepositions**bi fi **The past tense**


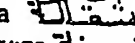







CULTURAL NOTES

Typical dishes have their typical pots, e.g. kuskus





It is still a common practice in certain regions of the country that engaged women buy a lot of kitchen utensils as their contribution to the marriage.

VOCABULARY

Nouns

kuku:t 
shqa:la 
maqaru:na 
Taji:n 
maqfu:l 
kiskā:s 
fu:rma 
kā:s 
shawwā:y 

Verbs

yghalli: 
ySaffi: 
ytayyib 
yilzim 

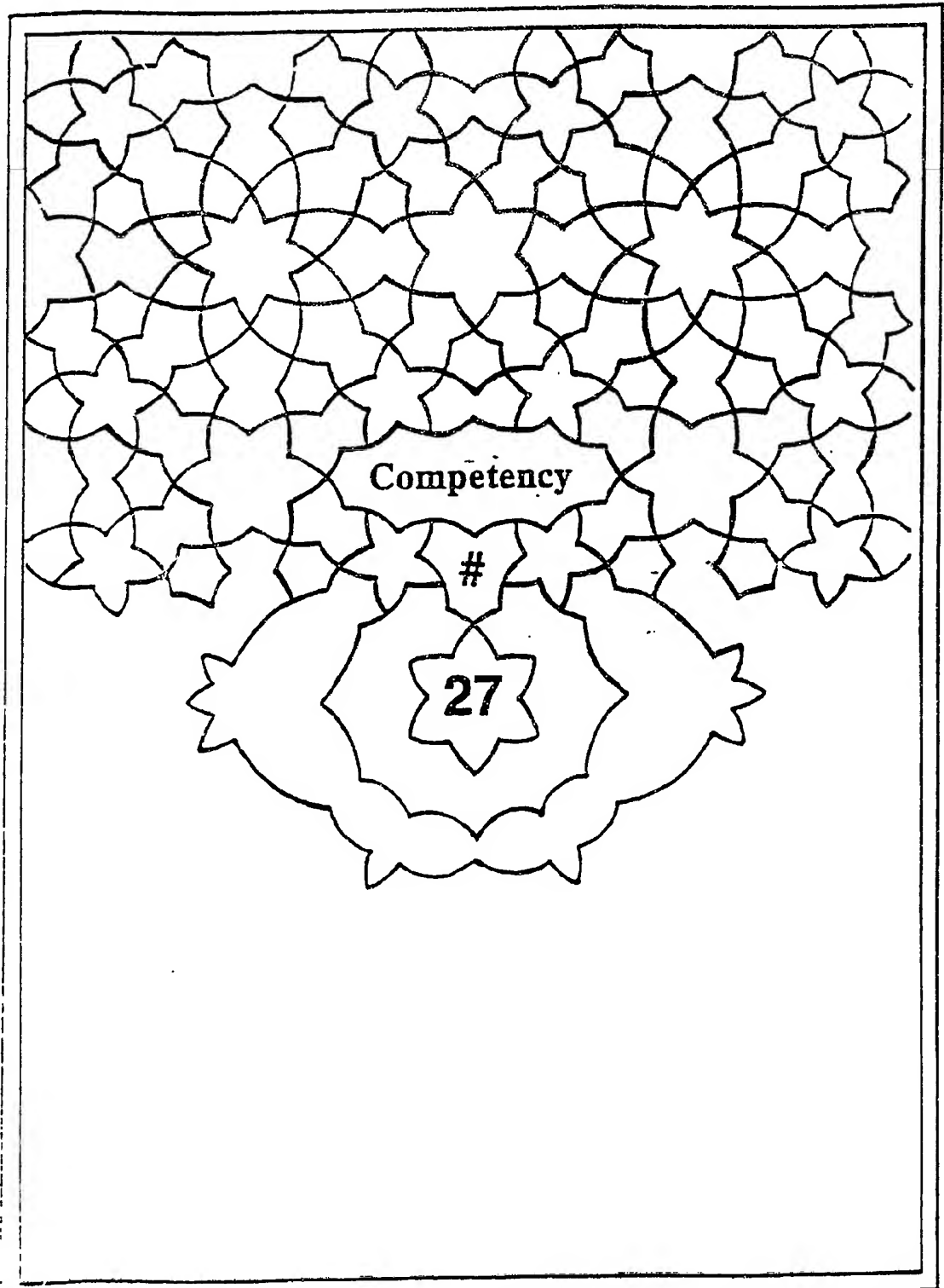
Adjectiveskbi:r 

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase Book



TOPIC: POLICE

COMPETENCY: RESPOND TO POLICE IDENTITY CHECKS

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

ta3Ti:ni awra:qik, تفحصيني اوراقك
min fadhlik? من فضلك؟

āsh ta3mil fi tu:nis? أش تعمل في تونس؟

wi:n mā:shi? وين ماشي؟

tfaghghal awra:qik, تفحص اوراقك
Tri:q islama طريق السلامة

SPEAKING

tfaghghil, hā:Di il kart تفحص هذه الكارت
d sijur د سيجور

āna mitTawwa3 fi haviit أنا منطوق في حياطة
lasalā:m لسلامة

mā:shi l Sa:Hbi fi jirba ماشي ل صاحب في تجربا

bark allahu fik بارك الله فيك

READING

WRITING

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GRAMMATICAL FOCUS

Question words

ash **أش**
wi:n **وين**

Polite question forms

ta3Ti:ni __ y3ayshik? **تخطيني - صيغتك؟**

Possessive pronouns

mtā:3l **متاعلي**
mtā:3ik **متلك**

Present participle of some verbs

mā:shi **مانشي**

Demonstratives

hāDa (m./hāDi (f.) **هاذ**
hāDāka (m./ hāDika (f.) **هاذاك/ هاذيك**
haDu:ma (pl.) **هالهم**
haDu:kum (pl.) **هالكم**

CULTURAL NOTES

The police ask for ID cards to check those who have not done their military service and engage them

ID cards check ups are also done with drivers to verify that they have paid car tax

In situations like a fight, or a skirmish at the stadium, the police may ask for ID cards

VOCABULARY

Nouns

warqa **ورقة**
ka:rt **كرت**
siju:r **سجور**
Sa:Hib **صاحب**
hayia **هيا**
mutTawwa3 **متطوع**

verbs

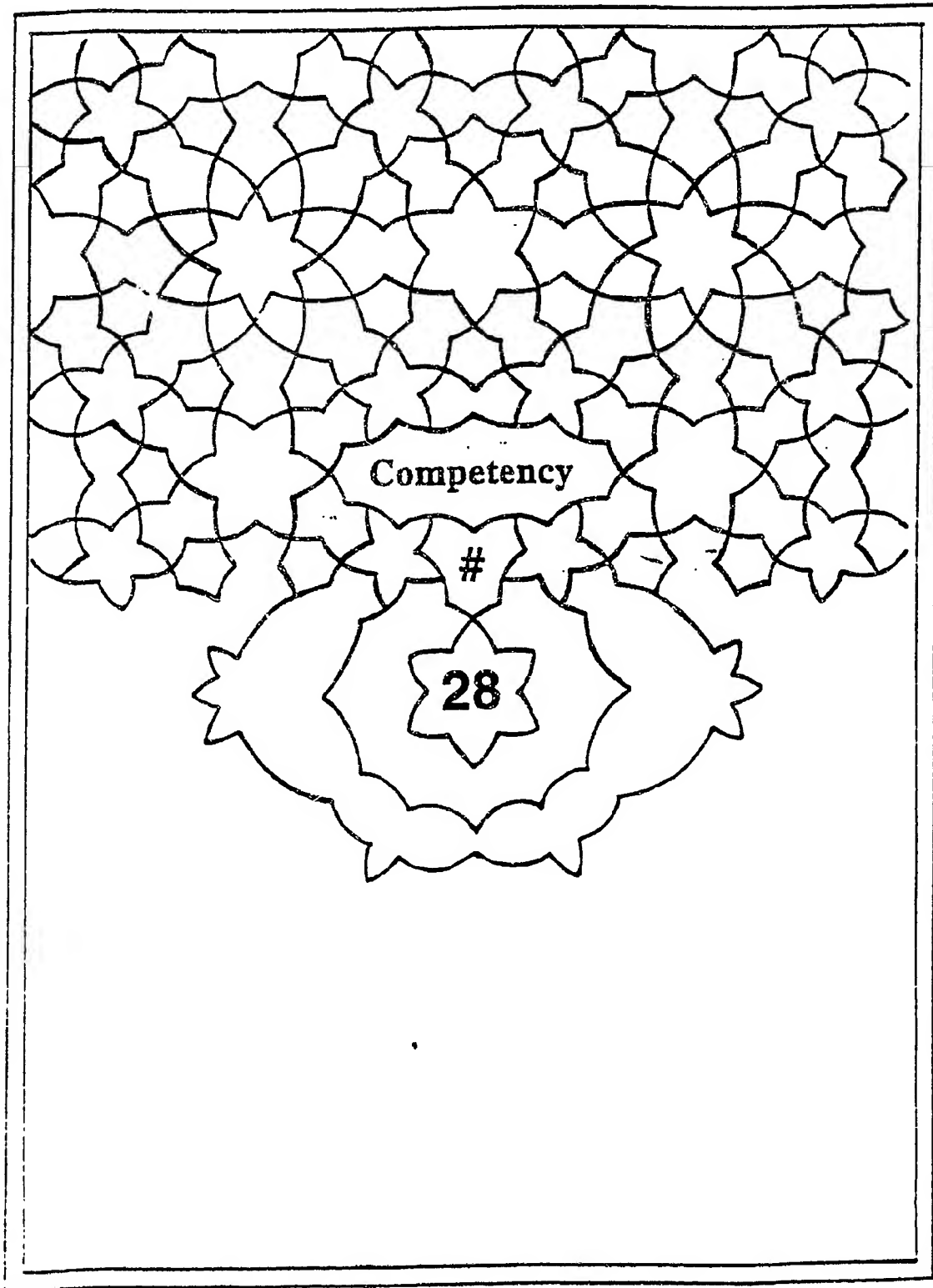
ya3mil **يعمل**

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

English Tunisian-Arabic Dictionary

Arabic Phrase book



TOPIC: SHOPPING

COMPETENCY: BARGAIN APPROPRIATELY

GOAL

OBJECTIVE: UPON COMPLETION OF THIS COMPETENCY, TRAINEES WILL BE ABLE TO UNDERSTAND AND USE SOME OF THE FOLLOWING STRUCTURES

LANGUAGE AREAS

LISTENING

b xams miyā:t alf بجمع ميات ألف

la mush gha:lya, 3la لموش غالية على
xa:Tir sil3a bāhya خا:تير سلعة باهية
hayya b qaddāsh هيا جقة الفاش
tsā:3dik؟ تساعدك؟

la shwayya, nxalli:hā: لمشوية خالها
lik b arb3a myā:t alf لك با ربع ميات ألف

la, akahaw لاء، اكهو
shu:f fi 3aqlikl! شوف في عقلك!

SPEAKING

xu:ya, b qaddāsh خوي بقة الفاش
haz zarbiyya؟ ها الزربية؟

gha:lya barsha/yā:sir غالية برشة ياسير

thlātha myā:t alf ثلاثة ميات ألف

zi:d TayyaH li: shwayya زيد طيح لي مشوية

tawwa na3mil du:ra تو نعمل دورة
w nshu:f ونشوف

READING

Ta:ba3 il garanti طابع الضمانتي

WRITING

GRAMMATICAL FOCUS

Question words

bqaddāsh بقداش

The imperative

The present

Structures (I am going to) in Arabic
taw(wa) + verb in the present

CULTURAL NOTES

Bargaining is accepted in open markets,
but not in stores or mallsArtisans in the suks may try all possible
ways to sell their goods and insist a lot:
diplomacy is required in such situations

VOCABULARY

Nouns

zarbiyya فوجية

mya مية

alf ألف

thlatha ثلاثة

du:ra دور

sil3a سلعة

arb3a اربعة

Verbs

yTayyaH يطبخ

yshu:f يشتوف

ysā:3id يساعد

yxalli يخلو

Adjectives

gha:li غالي

bā:hi باهي

Intensifiers

yā:sir/barsha يامس/بيشة

shwayya شوية

REFERENCE BOOKS

A Beginners' Course in Tunisian-Arabic

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Arabic Phrase Book

EVALUATION OF TRAINEES' PROGRESS

Accurate evaluation and self-assessment are essential in any educational program. It is hence very important to assess trainees in the Competency Language program as the performance of competencies is observable.

For example the competency: "Exchange Appropriate Ritualistic Greetings". One could ask: "can the trainee exchange greetings during appropriate times of the day?" The critical question in teaching competencies is to what extent can the trainee succeed. That question may be answered by language instructors, Language and Technical Coordinators as well as trainees themselves. The following techniques (both formal and informal, formative and summative) represent a variety of ways to gather data on trainee progress:

Daily evaluation

Based on their observation of trainees' participation, instructors evaluate Trainees daily after each language competency. This evaluation is put on record in each trainee's file for follow-up and future reference.

Scavenger Hunt

The idea behind this technique is to observe the performance of competencies, as well as, to have fun. Trainees are given a list of concrete tasks and questions meant to encourage them to review competencies. Sample questions might be:

- a) Find out from the grocer what time he closes.
- b) Ask the maid how many children she has.

Trainees share answers when they return to class and the instructor serves as a facilitator.

Conference

The purpose of this technique is to give the opportunity for language instructors and/or Coordinators and trainees to talk privately. Coordinators and/or instructors can meet with trainees to discuss progress, strategies and techniques or feelings about the new language.

Interviews

Weekly interviews of trainees are made by their correspondent instructors and records are kept in trainees' files. These interviews help in weekly group assignment of trainees and future follow up, i.e. tutoring.